

The School Journal.

Established 1870.

THE SCHOOL JOURNAL.

A Weekly Journal of Education.

AMOS M. KELLOGG, {
JEROME ALLEN, { Editors.

TERMS.

\$2.50 per Year; \$2.00 a year if paid in advance.

E. L. KELLOGG & CO., Educational Publishers,
21 PARK PLACE, NEW YORK.

J. J. THOMSON, General Western Agent,
151 and 153 Wabash Ave., Chicago.

CONTENTS OF THIS NUMBER.

EDITORIAL.....	Page 319	TABLE TALK.....	323
Normal Teaching.....	319	LETTERS.....	324
Perception.....	320	EDUCATIONAL NOTES.....	324
THE SCHOOL-ROOM.....		EDUC. MISCELLANY.....	
Echoes.....	321	Mind Class.....	325
Fractions.....	321	Flashes from the Canada.....	
Primary Work.....	321	Provincial Convention.....	325
The Arithmetic Lesson.....	322	A Geographical Game.....	328
Some Truths Contrary to the Belief of our An- cestors.....	323	New York City.....	328
Live Questions.....	323	BOOK DEPT.....	
Blackboard Outline.....	323	New Books.....	329

New York, November 29, 1884.

"Knowledge is proud that he has learned so much.

Wisdom is humble that he knows no more."—COWPER.

As the man who is his own lawyer has a fool for a client, and he who becomes his own physician is equally imbecile, so he is just as deluded who undertakes to settle his educational methods without a competent director.

"Yes," said the old politician, with a mournful shake of the head; "yes, these high schools and colleges are raising the very mischief with the party. Once was the time when the rank and file would do just as they were told; but now, confound 'em! they know more than the leaders, and you can't do nothing with 'em, anyhow. I tell you, sir, education is knocking politics all to pieces."

THE seasons come and go, and come again; each is a reproduction of the last. It is so in the educational world, with this difference: in the physical world there is no improvement. The oaks of to-day are no larger than those of a thousand years ago, but educational methods improve. Here there must be constant study and criticism, if we expect to keep our educational condition even as good as at present.

WHEN a teacher ceases to be a student he does not stand still. His sum of knowledge acquired does not become a permanent capital. He goes back. He retrogrades. What he has acquired rapidly disappears. He does not get rusty; he does worse; he relapses into ignorance. These remarks were made concerning students, but they are equally applicable to teachers, for a teacher, if he be

a teacher, is always a student. When he ceases to be a student he ceases to be a teacher.

THE reason why many do not improve more from what they hear and see is because the mind is *preoccupied*, and there is no room in it. This is the reason why knowledge does some people so little good. *It can't get in.* It is not what the eye receives, but what the mind takes in that does us good; but if the mind is full already, how can anything else get in? You must put something out, in order to put something else in. This is the reason why some people do not understand improved educational methods. Their minds are full of the old.

A BOY went to school ten years, and a very excellent wood-sawyer was spoiled in making an exceedingly poor lawyer.

A boy went to school three months, and became President of the United States. Why the difference? The one was educated, the other was not; the one grasped and held to what he studied; the other held to nothing, not even a vice. He had no grip. Grip and grit are good qualities, if properly educated. Jackson and Johnson and Lincoln were educated—but not in the schools. Would they have been better if they had been?

WE all hear and see differently. Several persons standing by the seashore have each different thoughts. One thinks of the composition of sea-water; another, of a friend buried in mid-ocean; another, of the beauty of colors; and another of the grandeur of the billows.

It is just so in teaching. No two teachers see the same school alike; no two make the same impression on the pupils. No two pupils see the same teacher alike. The good derived from the school is different to each one. It is this diversity in unity that makes life pleasant. If all were alike the monotony would be terrible. It would be exceedingly disagreeable to see ourselves reproduced in each of our friends.

SOME teachers are like a sponge which readily absorbs every kind of liquid it touches, no matter what. They are remarkably willing to receive, but remarkably unwilling to hold. They are carried away with an eloquent speech and violently converted. They come out shouting. But wait until another eloquent advocate comes along, and they will be found shouting just as lustily on the other side. The habit of holding on is a remarkably good one to cultivate, provided we have common sense enough to know what we ought to hold on to.

These "Good Lord!" and "Good Devil!" converts are not remarkably safe ones to tie to. The old Covenanters of Scotland practiced as well as preached the doctrine of the "Perseverance of the saints."

"But this man put thought into me; he set me to thinking, and I have not stopped

since." These were the words of a man of English birth who has attained a place of enviable eminence in this country. He had been a pupil in celebrated schools, was ready for Oxford University, but accident threw him in the company of Washington Irving. Here was an influence that affected him powerfully. It was not his vast knowledge, for the genial author never pretended to that; it was an educative power. We must broaden our ideas of education. We have thought that the teacher was one who could hear spelling lessons and ask questions in geography and grammar. The end of education is character. He who can form character is a teacher though he cannot spell a word.

IF one string of a piano vibrates, all other strings in *harmony with it* vibrate also. The strings most in harmony vibrate most violently. It is just so in the school-room. What moves one pupil will move only those pupils in like mental and moral tension. By a kind of tuning each string of a piano can be brought into sympathetic vibration with all the rest; but this is not the way a piano is treated. In this condition it would be unfit for playing, and in like condition a school would be unfit for learning. It would be destructive to both study and government for all the school to have the same intensity of thought in one direction at the same time. Occasionally when such a condition is produced the most destructive consequences result. The solid South moved as a unit against a solid North when the Civil War commenced. The consequences are too well known to need a reminder. The teacher does all that he can do when a *part* of a school are earnestly moved by one set of influences. Another are moved by other influences. There is intensity, but variety; harmony, but diversity in unity.

SOMEBODY says, "If moral suasion don't succeed, use a shingle." We should be disposed to use a shingle on him who failed to make moral suasion succeed. If a shingle is the worst thing possible for a stubborn horse, why is it not equally bad for an unruly boy? Is a boy worse than a horse? The doctrine of the old education is, "If a child don't behave, *make him.*"

This is neither divine nor humane. It is not government. It only makes might right. Is the teacher always right? Ought his commands always to be obeyed? What is the theory of government except that law is based on the consent of the governed? School government is like any other government. The unruly and incorrigible are to be separated from the rest. The majority obey because it is for their interest to obey. The school-room is opened for the assistance of those who want to learn. When it appears that a pupil does not want to study, and his conduct is an impediment, he should be excluded until he can become loyal. We haven't much confidence in shingles or whips or the everlasting "must."

SUPERINTENDENT SPINDLER, of Washington Co., Pa., has so lifted up and dignified the Teachers' Institute that it is now looked forward to with interest and enjoyed by teachers and people in general. This interest and enjoyment was notably heightened this year by the high and cultivated character of the evening entertainments. The instructors were Hon. B. G. Northrop, of Conn.; Rev. Dr. Moffatt, Pres. of Washington and Jefferson College; Dr. E. E. White, of Ohio, and Dr. Schaefer, Pres. Kutztown State Normal School. A part of Dr. Northrop's address will be published next week under the title "Bad Books and Flashy Literature." It will be worth a careful reading. No subject is more important and no man better able to treat it.

It is said by some papers that the English school teacher holds a much more important position in England than here, and is better paid. This is an error. The pay of an ordinary lady assistant is rarely more than \$250 a year, more frequently less. As a rule women are never employed as principals, and when, in rare instances, they are, their pay is less than a third what a man would receive in the same position. The inspector rules in England as an autocrat, and examinations are relied upon as tests of success in school work. Taking our schools with all their faults, we are certain that an unprejudiced observer would give us the position of superiority. There is less of book teaching and more of the real freedom of the teacher on this side of the ocean.

THE second annual meeting of the Council of City Superintendents of the State of New York was held in Albany, Thursday and Friday of last week. The topics for discussion were of the most practical character; as, Examinations—how, and how often? Reading—methods, matter, objects; Kindergarten applied to primary work; Language—methods, how much technical grammar? Training schools for teachers—are they essential in the present stage of the profession of teaching? Spelling—methods, oral, written. The meetings were not open to the public, but through the kindness of Supt. Charles E. Gorton, Yonkers, we have received full reports of their discussions and suggestions, the cream of which we shall print next week. The most valuable results are certain to follow such associations as these.

Our superintendents hold a power not easily estimated. It is of the utmost consequence that they should be far-seeing, liberal, well informed and progressive. It would be difficult to compute the amount of evil a narrow-minded school officer can do; on the other hand, the untold good accomplished by one who is actively and intelligently at work can never be told. It has been our privilege to know many of the superintendents in the State of New York for several years, and it is our opinion that the country has no occasion to be ashamed of the educational leaders of the Empire State.

THE following facts, given on the authority of Mr. Michael G. Mulhall, of Europe, certainly contain abundant food for thought:

"The total national debt of the world, not estimating local debts of any kind, in 1713 was \$395,000,000. In 1763 they had risen to \$1,415,000,000; in 1793, to \$2,845,000,000; in 1816, to \$7,185,000,000; in 1848, to \$8,245,000,000; in 1870, to \$19,150,000,000, and in 1884 he finds that they have reached the enormous aggregate of \$27,153,000,000. The debts of the different nations of the world compare with their wealth as follows: The debt rate to wealth at the present is in the United Kingdom, 8.4 per cent.; France, 11.9; Germany, 5.2; Russia, 12.7; Austria, 13.8; Italy, 18.5; Spain, 20.6; Portugal, 28.5; Holland, 8.4; Belgium, 9.4; Denmark, 3.0; Sweden and Norway, 2.0; Greece, 8.5; Europe, 10.6; the United States, 2.9; Canada, 5.6; Australia, 18.3; the Argentine Republic, 7.9; Uruguay, 14.8; total, 9.3."

Let the teacher place the names of the countries mentioned in the order of their per cent. indebtedness, and call attention to the place our country occupies. It is one instance where those that are last are really first. We were appalled when the war closed at the magnitude of our public debt. It was great, but since that time our wealth has been increasing and our debt diminishing until now we have no reason to feel ashamed at the financial position we occupy among the civilized nations of the world.

For the SCHOOL JOURNAL.

NORMAL TEACHING.

NEBRASKA STATE NORMAL SCHOOL.

[It will be noticed that the answers given in this article are just right. It is not to be supposed that all at first gave such answers. The object here is to show the treatment of the subject of the lesson, and not the minute steps by which the results were reached.—EDITORS.]

LESSONS IN GEOGRAPHY.—The class was composed of pupils not sufficiently advanced to enter the Elementary Course—about equal in age and advancement to the fifth grade of a public graded school.

After the class had been studying, from actual observation, the school-grounds, drawing them on paper and on the blackboard, representing hill and dale, trees, etc., and having studied the village and the county as thoroughly as possible under the circumstances, the teacher said to the class: "Now, pupils, we have progressed so far in our work, that I think we are prepared to study the State as a whole, and we shall proceed to draw its outlines and fill in the natural features, laying out the counties, with their towns, villages, cities, railroads, etc. Now, shall we draw our maps as we have the others, on the blackboard and on paper, or, shall we lay out our map on the ground south of the building? You must understand that a ground-map means some hard work, and patient, careful, persevering effort. If you decide to undertake it, you must complete it."

The class was eager to lay out the map on the ground; so it was decided to meet half an hour before school on three mornings, and work an hour on two afternoons of the week. The work was to be voluntary; as the regular class would recite in the class-room each day as usual.

Promptly at the appointed time the greater part of the class was present, ready for work. In the meantime the teacher had prepared a ten-foot pole, bought a ball of twine, secured a rake, a hoe, an ax, and a spade.

Teacher.—Now, pupils, examine this ground, and decide whether it will fairly represent the general slope and features of the State. James, what is the general slope of our State?

Pupil.—Nebraska slopes gently and quite regularly from the west and northwest, toward the east and southeast; and as this ground inclines quite gently in the same directions, it will represent that features of the State well.

Teacher.—George, how shall we commence to lay out our State?

Pupil.—I would place a stake at the lower southwest corner, and run the line between Kansas and Nebraska, as that is the easiest line to run.

Teacher.—Very well; Lewis, how shall we know how far east to run?

Pupil.—We must agree on some unit of measure, first.

Teacher.—True. Belle, what would you suggest as a good unit in this case?

Pupil.—I think, sir, the township, counting three miles to one foot, or two feet to a township, would do very well.

As the atlases showed the State divided into townships, the class adopted the suggestion.

Teacher.—Very well; Anna, how many feet long must the southern boundary be?

Here a general examination of atlases took place, and Anna soon answered:

"There are fifty-nine and a half townships along the Kansas line, and we must make the line one hundred and nineteen feet long." To this the class agreed, and, as the maps were not section maps, the teacher did not insist on a closer calculation.

Teacher.—Now, Emma, how are we to know when the line is exactly east and west?

Emma had no suggestions to make, and a general discussion ensued; the compass was spoken of, but there was none at hand, so it was agreed to use the building as a proper object from which to obtain the direction.

Two lines were run directly south from the east and the west sides, sighting along the walls of the building; the corner stake was set in one of these lines at a certain definite number of feet from the southwest corner of the building, and at the same

distance from the southeast corner another stake was set on the other line; this gave the direction desired.

The twine was now stretched and the required distance measured, and a few stakes were driven to locate the line permanently. This occupied the time allotted for that morning.

LESSON II.

The next morning the class spent a portion of the time clearing off the ground, as it was in the edge of a grove, and had some weeds, underbrush, and dead branches scattered around.

Teacher.—Sadie, what line shall we now locate?

Pupil.—I think we should now locate the western line between Nebraska and Colorado.

Teacher.—Very well. Alvas, how shall we know when we have gone far enough north?

Pupil.—By counting the townships, sir.

Again the pupils consulted their atlases, and it was agreed the line should be twenty-one feet in length.

Teacher.—Well, Belle, what line shall we now run?

Pupil.—The line running west, forming the remainder of boundary between Nebraska and Colorado.

Teacher.—William, how shall we determine when we are going directly west from the last stake?

William not having any plan to propose, a general discussion ensued, and it was agreed that we could measure a certain number of feet west from the first stake, on the line of direction with the southern boundary, then run north twenty-one feet, and meet a line running west from the last stake set, at the same distance as was measured westward on the southern line.

Teacher.—Phebe, how far west must this line run?

Pupil.—According to the townships, it must be about thirty-six feet.

Teacher.—Nellie, what shall be the next line, and how shall we run it?

Pupil.—We should next run the west line between Nebraska and Wyoming, and we can obtain the direction by the same method pursued at the previous corner. The distance north is about sixty-seven feet.

Teacher.—May, you may tell about the next line!

Pupil.—The next line is the northern boundary of Nebraska, and runs from the last stake eastward to the Keya Paha river—

Here a number of pupils said that was wrong—that we should run directly east as far as the Missouri river. The maps were carefully consulted, and most of them showed May to be right; but on reference to the dates of the geographies it was found that the later maps showed the line running east as far as the Missouri river. These maps were decided to be correct, as the boundary had been readjusted at a recent session of Congress.

Teacher.—How far now must this line run directly east?

Pupils.—About one hundred and five feet.

This ended the second lesson.

LESSON III.

The next morning the channel of the Missouri was to be made, in order to complete the boundary of Nebraska.

Teacher.—Now, pupils, I will appoint Nellie Grant to commence at the southeast corner of the State, and work up the channel of the river; and Phebe Calder to commence at the point where the river begins to form the boundary line, and work down the channel; half of the class will assist each leader. Nellie, I will go with you and see your division work.

Leader (Nellie Grant).—Now, Lewis, you take a hoe; and, William, you take a spade; the rest of my division, take your maps and find out how the river bends, and tell me how long each bend is. I will mark with a stick; Lewis will follow, making a deeper mark with his hoe, and William will dig out the channel with the spade. Lucy, you may tell me first how to mark.

Lucy.—I find the river runs in an almost south-east direction from the north line of Richardson county. The county is three townships wide. I

see I must go west two townships, and north three, and join these points by a line, and dig out the channel of the river between them.

Leader.—Now, Emma, how shall I mark for Nemaha county?

Emma.—The river now bends still further west and crosses one township (about two and a half feet); it then turns eastward, running slightly north of east about the distance of a township, then it bends westward half a township; it then bows eastward not quite half a township, then westward twice the same distance, making a gradual bend to northeast corner of Nemaha county, and just here the river bends sharply eastward and makes a complete loop.

Thus the river-bed is slowly and carefully made, but two or three lesson-hours are passed before it is completed and the outline of the State finished.

The work has not only been earnest, but at times exciting, and Nebraska lies in outline before the class as no words could paint it; the pupils see and feel what is meant by bounding a State, as they have been doing actual work in forming the lines.

The teacher now has the class discuss the matter of laying the counties, railroads, towns, and streams, within the State.

Teacher.—Anna, now what would you advise us to do next?

Pupil.—I think we ought now to commence on the southern line of the State and lay out the counties, as their lines are generally straight.

Teacher.—Sadie, shall we lay out all the counties in outline first, or shall we fill in the streams, railroads, towns, etc., as we go?

Pupil.—I think we better finish up the work in each county as we lay it out.

Teacher.—May, how shall we designate the county seats and State capitals?

Pupil.—I think we might have a little flag for each county seat, and a large one for the capital.

Teacher.—Alvas, how shall we show the railroads?

Pupil.—I think we can use small pieces of wood laid down on the ground, a few inches apart, to represent ties.

This experiment was tried; it was found that the bits of wood were so easily moved that it was better to drive pieces of board, about one inch square and six inches long, into the ground.

Counties were now assigned to each member of the class, and the work went forward day by day.

Gradually the State grew from an unbroken waste into a well-divided, prosperous commonwealth, giving homes to the thousands, dotting the land with cities and thriving villages. Railroads running in all directions, giving wonderful facilities to internal commerce. In carrying the work to completion there is still much to be done, for Nebraska has diversity of soil and climate, and the productions vary to a considerable extent.

The class has been greatly interested in their work, and for the time devoted to the study of the subject, have shown great proficiency.

Mr. J. BRECKENRIDGE, Decorah, Ind., sends the following excellent plan for giving an object lesson in profit and loss:

The teacher lays on the table money in various denominations from which the pupil can select the required amounts. Many examples like the following may then be given:

A merchant sells cloth that costs \$4.00 per yard, for \$4.60. What per cent. does he make? Or, how many times does he make one one-hundredth of the cost?

The pupil showing the money, says, "This—60 cents—is the sum gained."

"This," showing the money—4 cents—"is one one-hundredth of the cost."

"One one-hundredth of the cost—4 cents—measures the gain—60 cents—fifteen times."

"Therefore 15 per cent. is made."

GENIUS borrows nobly. When Shakespeare is charged with debts to his authors, Landor replies: "Yet he was more original than his originals. He breathed upon dead bodies and brought them into life."

For the SCHOOL JOURNAL.

PERCEPTION.

MIND ARTICLE, NO. XI.

SOMETHING touches me, the nerves receive the impression and transmit it to the brain; there it produces a SENSATION. The intellect may not be impressed; if it is not, no result is produced; if it is, a PERCEPTION is the effect. The act of perceiving a sensation is a perception. The result of this process, or what is perceived, is called a PERCEPT.

It will be noticed that perception is an act of the intellect. Many sensations reach the mind but fail to become perceptions, because there is no DISCRIMINATION aroused. This is the reason why so many times pupils hear, see and even answer without remembering. They have eyes but they see not, ears but hear not. Their senses are acute, their brains in good working order, but the proper perceptions are not produced, therefore they learn nothing.

1. In order to perceive there must be DISCRIMINATION.

A voice is heard, the head is turned, the eyes look, the countenance is brightened; here is evidence of discrimination. Other sounds are heard but not perceived, because they are not separated from their surroundings. This voice is separated from its surroundings; in other words, it is discriminated.

At first, all objects are alike to the child; soon it discriminates a light and perceives it; soon it discriminates a sound, as of a bell, and turns its head in the direction from which it comes; soon it discriminates its mother's voice, and attends to it; soon it discriminates her face, and smiles. Now PERCEPTION is fully established and mental action assured. Until a child smiles in response to motives, there is no evidence that it has mental action. From this moment on, the mind begins to grow, but notice the order: sensation, discrimination, perception. This is the one order from infancy through life.

2. The second step in perception is ASSOCIATION and RE-COLLECTING.

A child hears a sound which produces a pleasing perception. It smiles the next time it hears the same sound; it recalls the former association, and it smiles again. This association of one sensation with other sensations, and the ability to recall these associations, is the highest kind of perception. Here we notice the re-presentative faculty. The order may be from nerves to the brain, or sensation; the impression, or the presentative faculty; the recalling of these impressions, or the representative faculty.

NOTES FOR TEACHERS.

1. The nerves must be in good working order if they are to convey correct messages.

2. The impressions must be distinct, if the mind is expected to retain them.

3. Perception is a process of grouping. As there can be no association without grouping, the arrangement of material for thought must be carefully attended to.

4. Single sense perceptions are not likely to be recalled.

5. Touch and sight supply more objects than any other senses. These need careful cultivation.

6. The training of all the senses must be carefully attended to, if we expect to reach the mind.

7. As all the materials of perception come through the avenues of the senses, it follows that the Training of the Senses is a subject of paramount importance to teachers. We learn to see by seeing, to hear by hearing, to feel by feeling. How to Train the Senses should be carefully considered by the teacher engaged in mind study. This will occupy our attention for several weeks.

THERE are many things that teachers would like to have if they only knew where to get them. This we know from experience. It makes us blush to acknowledge it, but we kept school in the country two years before we knew there was such a thing as an educational paper published.—Mo. School Journal.

THE SCHOOL-ROOM.

ECHOES.

Never a word is said,
But it trembles in the air,
And the truant voice has sped,
To vibrate everywhere;
And perhaps far off in eternal years
The echo may ring upon our ears.
Never are kind acts done
To wipe the weeping eyes,
But, like flashes of the sun,
They signal to the skies;
And up above the angels read
How we have helped the sorer need.
Never a day is given
But it tones the after years,
And it carries up to heaven
Its sunshine or its tears;
While the to-morrows stand and wait,
The silent mutes by the outer gate.
There is no end to the sky,
And the stars are every where,
And time is eternity,
And the here is over there;
For the common deeds of the common day
Are ringing bells in the far-away.

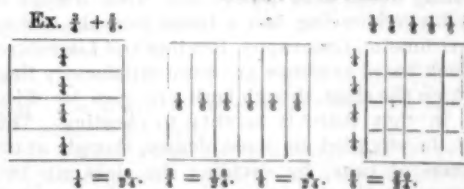
FRACTIONS.

Fractions usually give pupils great trouble. The reason of each step taken should be very thoroughly taught.

The following methods may be used.

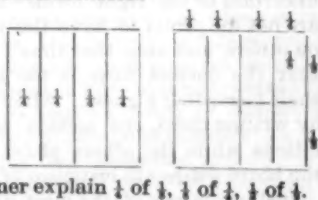
ADDITION AND SUBTRACTION.


Ex. $\frac{1}{2} + \frac{1}{2} = 1$,  $\frac{1}{2} = \frac{1}{2}$.

Ex. $\frac{3}{4} + \frac{1}{4} = 1$,  $\frac{3}{4} = \frac{3}{4}$, $\frac{1}{4} = \frac{1}{4}$, $\frac{3}{4} + \frac{1}{4} = 1$.

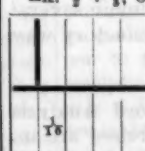
Addition and Subtraction can be explained in this manner so that young pupils can easily understand them.

MULTIPLICATION.

Ex. $\frac{1}{2}$ of $\frac{1}{2} = \frac{1}{4}$, or $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$,  In the same manner explain $\frac{1}{3}$ of $\frac{1}{3}$, $\frac{1}{4}$ of $\frac{1}{4}$, $\frac{1}{5}$ of $\frac{1}{5}$.

Ex. $\frac{2}{3} \times \frac{3}{4} = \frac{1}{2}$,  In the same manner explain the Examples, $\frac{3}{4} \times \frac{4}{5} = \frac{3}{5}$, $\frac{2}{5} \times \frac{5}{6} = \frac{1}{3}$, $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$.

DIVISION.

Ex. $\frac{1}{2} \div \frac{1}{4} = 2$, or, How many $\frac{1}{4}$ are there in $\frac{1}{2}$?  $\frac{1}{2} = \frac{2}{4}$, $\frac{1}{4} = \frac{1}{4}$, $\frac{2}{4} \div \frac{1}{4} = 2$. There is one $\frac{1}{4}$ and $\frac{1}{4}$ of $\frac{1}{2}$ in $\frac{1}{2}$, or $\frac{1}{4}$ is contained in $\frac{1}{2}$ 2 times.

In the same manner illustrate and explain how many times $\frac{1}{4}$ is contained in $\frac{3}{4}$.

$\frac{3}{4} \div \frac{1}{4} = 3$, $\frac{1}{2} \div \frac{1}{4} = 2$, $\frac{3}{5} \div \frac{1}{5} = 3$.

THE home is the place where a great deal of reading should be done. Most of the children of our schools have a great deal of reading matter at their command if only they will use it.—Education, St. Paul.

For the SCHOOL JOURNAL.

PRIMARY WORK.—NO. III.

BY MISS IDA FLYNN, Smithville, Tenn.

THE OBJECT OF SPELLING LESSONS.

A child's spelling lessons should be given with a view of perfecting him in the *written* form of words which he uses every day, and also those which are found in his reading book.

I am an earnest advocate of the Written Method of teaching spelling, though of course it must be combined with the Oral and Phonic Analysis for the sake of pronunciation. In speaking we do not stop to think of the combination of letters in the words used; it is when we come to write a word that we need to spell it. This fact shows the advantages derived from written spelling lessons.

When the child enters the Intermediate Grades, it will save time and trouble if he can be provided with a suitable spelling-book. The teacher can select carefully a certain number of words each day, requiring the pupils to copy them in blank books, thus making their own spelling books. It is cruel and useless to make a child pore over words in the book of ten or fifteen letters, and terms which he can not understand when he spells *biscuit* with a *k* and can not give an intelligent definition of *bureau*. He should be taught first a vocabulary of common things. While it is not necessary to tax the mind with a definition of every word that is spelled, too much cannot be said in commendation of written exercises wherein the word is not only defined, but incorporated in a sentence. They acquire facility in the use of the dictionary, and the spelling lesson is often made to include the language lesson. In Advanced Grades such exercises are very beneficial, and time is often saved by selecting words to be used in the other lessons of the day, embracing terms taken from the lessons in Arithmetic, Geography, Reading and Literature.

Black-board exercises are more satisfactory than work on the slate, though both are open to objection in that there is liability to cheating. This may be obviated in some degree, though at the expense of time, by dividing the class into two or more sections, letting them number as they stand at the board, one, two; one, two; and giving out different words alternately to the sections. I always give my pupils leave to copy if they are uncertain of the right form. There are few who are not too proud to have the name of depending on others, and until that time I want them to feel that the correct form is too important to allow their hazarding a guess. After spelling the words by writing them, one section can write out definitions while the others place their sentences on the board subject to criticism of teacher and class.

Spelling is one of the most difficult studies, and we often puzzle over ways and means to impress a word upon the child's memory. The dictionary exercise is an excellent method. By the time a pupil has found a word, learned the definition, and incorporated it in a sentence, he is apt to know the form. For a while I tried the method of requiring a pupil to write a word which he had mis-spelled fifty times. It proved to be a sure way with the majority, but I could not but question its influence upon their love for the study and abandoned it. I then tried the plan of placing the mis-spelled words, *spelled correctly*, on the board, writing them with colored crayons and letting them remain several days. It has proved to be a very satisfactory way of helping the memory.

ADVANCED CLASSES.

In Advanced Classes lessons in Word Analysis often serve the purpose and such exercises are intensely interesting. To incorporate a word in a sentence is not an easy exercise even for some older pupils. I remember an instance when one of my boys who was too lazy to consult his dictionary defined "humbug" as a bug that he supposed "tried to sing;" another said he supposed "minor etiquette" was young etiquette; and the sister of that genius displayed her knowledge in this sentence incorporating the word "refrain."

"Jupiter refrained the Atlantic Ocean."

A very interesting exercise which many of us

have probably tried, is to give them a word and ask them to form different words using only the letters of the given word, and using them only as often as they occur therein. From the word Charleston, with the aid of a dictionary and working in alphabetical order, I have had pupils bring in between two and three hundred words.

It is possibly true that many of us attach too much importance to spelling well. Some people seem to have been born good spellers, while there are others who, though well educated otherwise, can never learn to spell. Johnson said that he would not give a cent for a man who could not spell a word more than one way. We may sometimes have a "fellow feeling" with him, but it is a feeling "wondrous kind" to that special shortcoming.

Dr. Currie has said of poor spelling: "The possession procures no credit, but the want of it entails disgrace."

THE ARITHMETIC LESSON:—NO. II.

BY D. C. LUKNING, Milwaukee, Wis.

TREATMENT OF THE NUMBER FIVE AFTER DEVELOPMENT.

The Grube Schedule for the number five would appear as follows:

I. THE PURE NUMBER.

A. Measuring.

(1). By one.

$$1 \ 1 \ 1 \ 1 \ 1 \quad 5$$

$$1+1+1+1+1=5$$

$$5 \times 1=5$$

$$5-1-1-1-1=1$$

$$5 \div 1=5$$

(2). Measuring by 2

$$2+2+1=5$$

$$2 \times 2+1=5$$

$$5-2-2=1$$

$$5 \div 2=2 \text{ (1 over)}$$

(3). Measuring by 3

$$3+2=5; 2+3=5$$

$$1 \times 3+2=5$$

$$5 \div 3=1 \text{ (2 over)}$$

(4). Measuring by 4

$$4+1=5; 1+4=5$$

$$1 \times 4+1=5$$

$$5-4=1; 5-1=4$$

$$5 \div 4=1 \text{ (1 over)}$$

(I can take away 4 from 5 once and have 1 left; or four is contained once in 5, and 1 over.)

B. Problems and Combinations for mental solution.

$$2 \times 2-1+2-1+2=?$$

$$5-2-1+3=? \text{ how many more than 4?}$$

$$3+1+2-1=?$$

What number can be taken once from five and have 1 over?

Of what number is 1 the fifth part?

What number is 3 more than two? Etc., etc.

II. APPLIED NUMBERS.

How many apples will you have if John gives you three apples and Mary gives you two apples? Henry has 2×2 marbles in his pocket and one in his hand. How many marbles has he altogether? Mary has 5 aunts and each aunt gives her one dress. How many dresses does she get? Etc., etc.

TEACHING THE COMBINATIONS.

In teaching the combinations let the pupils make good use of the various objects with which they are supplied.

I will not touch upon all the combinations, but will give a few illustrations only.

May, Ida, Lottie, Annie, and Lucy, may bring me one stick each. Pupils count how many sticks I get.

How many sticks did I get? "Five." Why? " $1+1+1+1+1=5$."

Girls, take the sticks and hold them up.

How many sticks has each girl? "One." How many times one stick can you see? "Five times one stick." How many sticks altogether? "Five." Then five times one stick are how many sticks? $5 \times 1=5$.

Now I will write that on the blackboard. Class, write it on your slates.

Repeat the process with different objects until you feel satisfied the pupils have grasped the idea.

Let us play store now, children. Count how many pennies I take from my box. 1, 2, 3, 4, 5. Ella, here are two pennies, you may go to the store and buy some nuts.

(Ella returns.) Here are two more pennies, you may go again and get some candy. How many times did Ella go to the store? "Two times." How many pennies did I give her each time? "Two." And I have how many left? "One." How many pennies did I have altogether? " 5 ." $2 \times 2+1=5$.

Class, I had a nice little apple-tree, just like the one I am now drawing on the blackboard. That apple tree had five little apples. On Monday the wind blew very strong, and two apples fell off. How many apples were left on the tree? "Three." $5-2=3$.

On Tuesday a very naughty boy shook my tree and two more apples fell off. How many apples were left on the tree? "One." How many apples fell off on Monday? "Two." How many on Tuesday? "Two." How many are left? "One." $5-2-2=1$.

How many times two apples fell off the tree? "Two." And how many were left? "One." How many twos in five? "There are two twos in five." $5 \div 2=2 \text{ (1 over)}$.

Take three little tablets and put them on the right side of your desk. Now take two little tablets and put them on the left side of your desk. Now put them all into your left hand and count them. How many did you take from the right side? "Three." How many from the left side? "Two." How many have you altogether? "Five." $3+2=5$; $2+3=5$.

Thus the work may be continued through all the combinations. Vary your exercises, and keep your class interested. Make good use of the blackboard, illustrating by marks, dots, and pictures. Let your pupils handle slate and pencil. Tell them to make pictures, 2 little kites, 3 little dollies, 5 big balls, 4 flags, 1 dog, 2×2 tops, etc., etc.

For the SCHOOL JOURNAL.

THE HERMIT.

FOR REPRODUCTION.

THERE was once a man who was of a very passionate temper, and instead of looking for the cause of this in himself, he threw the blame of it upon other people. It was they who made him get into such passions, he said, and who spoiled all his pleasure in life, and therefore he would leave them and become a hermit. It was much better, he said, that he should leave them than lose his soul. He therefore went into a desert place where there were no inhabitants, and built himself a hut in the middle of a wood near where there was a little spring of water; and the small quantity of bread that he needed he ordered a boy to bring him once a week, and lay upon a rock a long way from his hut.

He had not been a hermit very long—not many days, I believe,—when he took his pitcher and went down to the spring. The ground by the spring was very uneven, so that the pitcher fell down. The hermit lifted it up and placed it carefully under the spring, but the water, which poured out with great force, fell on one side of the pitcher, and again it tumbled over. This put the hermit in a great passion, and, snatching up the pitcher, he said, "It *shall* stand, though!" and set it down on the ground with such violence that it broke all to pieces.

With this he saw that he had been giving way to one of his old passions, and he said to himself, "If this is the way I go on, my solitude has not done me much good; I had better return among mankind and endeavor to avoid evil, and practice what is right." And so he went back into the world.

MARY HOWITT.

GOVERN by moral suasion as far as it will go, and when that fails use a shingle.—*West Miss. Educational Jour.*

FOR THE SCHOOL JOURNAL.

SOME TRUTHS CONTRARY TO THE BELIEF OF OUR ANCESTORS.

FOR THE PHYSIOLOGY CLASS.

Cold air is less dangerous than foul air.

Fresh air and exercise are the only necessary stimulants.

Stimulants leave the system weaker than they find it.

Time spent in out-door exercise is not wasted.

Ripe fruit is a better blood purifier than sulphur and molasses.

Draughts are not as fatal as unventilated rooms.

Catarrh is not caused by low temperature, but by bad air and unwholesome diet.

Depriving children of healthful recreation drives them to deceit and wrong-doing.

Time spent in an after-dinner nap is soon made up.

Sleeping rooms need not be heated in cold weather.

The sick room that is kept hermetically sealed will not soon send out a convalescent.

Night air is not noxious.

A cold should be starved and sent out doors, instead of stuffed and steamed and put to bed.

Sunshine may fade the carpet, but the absence of it fades the people.

Good digestion is better than cosmetics for a poor complexion.

The midnight oil
Lights wasteful toil.

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

NOTE:—Answers to any of these questions will be published if requested.

1. What letters of the alphabet are the same either side up?
2. What three words lost Blaine 3,000 votes in New York and elected Cleveland?
3. Does an ear of corn ever have an odd number of rows?
4. Has a cat more teeth than a dog?
5. Who was Charlemagne?
6. What were the names of the three vessels in which Columbus set sail in his first voyage of discovery to America?
7. What President was called "The Little Magician"?
8. Why are nails called six-penny, eight-penny, etc.?
9. What country is the "gift of the Nile," and why?
10. Who was Tom Moore?
11. What heavenly body is nearest the earth?
12. Why does a plant need leaves?

BLACKBOARD OUTLINE.

FOR THE PHYSIOLOGY CLASS.

1. The Blood.
2. Organs Moving the Blood { Heart,
Blood-vessels, etc.
3. Organs Making the Blood { Alimentary Canal,
Liver, etc.
4. Organs Purifying the Blood { Lungs,
Kidneys,
Skin.
5. Organs Relative to Surroundings { Muscles,
Bones,
Special Senses.
6. The Nervous System.

CONTINUALLY meeting with discouragements, with efforts misunderstood and unappreciated the average teacher hushes the wailings of her heart, forgets self, and cries for strength and wisdom to do her daily work, and believes that she finds recompense in the nobleness of her high calling. Such an one is lost in darkness unless her pathway be lighted by that one star of hope—the definite aim of school and the teacher's work.—*Indianapolis Educational Weekly.*

A true life must be simple in all its elements.
HORACE GRELLY.

TABLE TALK.

HERE are a few notes in the interest of the Unabridged Dictionary. By its use the common school teacher has it in his power to aid the child in forming a habit of looking up the meaning of words. This habit well and strongly formed, helps the child to an intelligent use of words, and becomes one of the strong factors in intelligent reading. The word is the term through which the child sees the thing signified. It is the medium to reveal the thought. It is the sign of the idea back of it.

The mechanism of the word, embracing its syllables, accentuation, diacritical marks, pronunciation and meaning of the word, are things uppermost in the mind of the posted teacher.

Again, the county examiner has come to know that a mere list of words to be spelled is not a guide to learn the applicant's ability to teach spelling, hence our best county examiners conduct the examination in spelling so that the examiner may know that the applicant understands the history of the word as recorded in the unabridged dictionary. This is a great reform, and county teachers should hail it gladly, and thank the examiners for such wise and special interest in the right kind of spelling.

This is enough to indicate that reform in the teaching of spelling is upon us. Do not understand the writer to condemn memory spelling. It must be. The children must often come in contact with the mechanism of a word. And when teaching spelling in its ordinary way we should group similar words, and place them, as far as possible, in parallels. How to use the large dictionary in the common district school, is a subject that even children in the Second Reader ought to know. That is a grand hour in the little fellow's school life when he may go to the large dictionary and find for himself the word he seeks and may know how to read its face-marks. This he may count a wonderful step in his common school education.

J. P. P.

HERE is more about "fault-finding." There is a great deal of truth in what J. E. F. says. Listen to it:

Fault-finding is not the kind of aid we want from our educational leaders. We have heard often enough how a thing ought not to be done. Enough fault has been found with our earnest and honest efforts. Books on education are full of "what ought not to be done." Our institute instructors fill us to overflowing with how it ought to be done, and how not to be done; but fail to show us how to do it.

We care for no more of this kind of aid, especially the fault-finding part. If these would-be educators have found the true way to teach, to correct, to quiz, to criticize, to govern; in short, if they have anything good to tell us we shall be glad to hear it and test it. We want to know how to do the best things in the best possible way. Mere finding fault with our present efforts without suggesting anything better, makes no better teachers of us. Educators warn us against finding fault with our pupils. It must surely be as unreasonable and as productive of evil for "educators" to be continually tampering with us, without setting us aright. Let them present the right way to criticize pupils, and study the right way to criticize teachers.

There surely must be a right way of conducting the work of education, and when it shall be correctly understood there will be no conflict of opinions. But it evidently is not so understood yet; for so sure as one person advances an idea, a method or a theory through the press, another will tear it to pieces and denounce it as unphilosophic and unnatural, in a short time.

All possibility of doubt concerning the propriety of a course of conduct must be removed before faith can be placed in the course; therefore, so long as "doctors disagree" on what is the proper way of conducting the work of education, they cannot convince us who are pioneering out in the wilds of the interior, that they absolutely know any more than we.

J. E. F.

The truth is we are all learners, but it is also true that concerning fundamental principles, doctors do not disagree. No one of the advanced educators denies the principles of Pestalozzi or Froebel, Rousseau, Comenius or Joseph Payne. They are as fixed as the everlasting foundations of the earth, and they afford us the true standard by which to test our own methods. When we have learned true principles and then to make our methods conform to them, we are not far from right, even though we do not conduct our examinations just as some one else does.

EDUCATION does not consist in merely being able to repeat all the rules and definitions in grammar, or solve all the problems in arithmetic, but it is the formation of good habits. That teacher educates most and best who teaches his pupils habits of neatness, economy, earnest, active industry, honesty, truth, justice, business, and habits of close, careful, and curious observation. That man who by close observation is able to explain the phenomena of surrounding nature, though he may know nothing of the three R's, "readin', 'ritin', and 'rithmetick," is far better educated than his neighbor who has taken a university course and carries a Latin diploma in his pocket, but who has never been trained in the habit of seeing things save through words.

Teachers, so-called, too often stand in the way of the pupil's progress, by driving him from the fields of nature to a slavish adherence to text-books, which often tend to mystify rather than make clear the object viewed through them.

We need more natural teaching in our schools, and less cramming and repressing of free thought. Children naturally observe the works of nature, but when they enter the school-room their little eyes are closed, their little hands shackled, and they are involuntarily borne away on pedagogic wings to the regions of the intangible, invisible *nothings*, which destroy the powers of observation and clog the wheels of thought. Let us follow the natural process—the thing first, then its symbol; the idea, then the term; the whole, then its parts; the concrete, then the abstract; reaching the unknown by means of the known, thus developing all the powers of the human mind according to nature's wise and beneficent law.

Teachers, study with assiduous care the principles on which your profession is based, and the inestimable value of the material on which you operate. True education is teaching pupils to observe everything, and leading them into habits of earnest, active work. We must get out of the ruts, lose our false ideas of education and fall in with the natural or normal plan—reading great truths in the rocks, leaves, trees, earth, air, and water. Old methods have passed away and all methods have become *New*.

J. B. CUMMINGS.

Gardner, Tenn.

The following letter comes from the principal of a school in Kansas.

"A few weeks ago you stated that the primary object of the public schools is to keep pupils from becoming well-informed. At first I could not understand your meaning. It seemed so contrary to all we have heard, read, and practiced so long. At last I believe and feel its full import. I begin to realize that the questions every teacher must ask are not, 'Do you know?' 'Will you remember?' but, 'Do you understand?' 'Can you see clearly?' I believe you mean that our success depends more upon our instructing in the way to acquire, than upon imparting the knowledge itself; more upon teaching habits of discrimination, than upon selecting for the pupil ourselves; more upon developing ability, than increasing capacity. If I am wrong in my estimate of the 'New Education,' I am certain you will not let me deceive myself long."

Yes, you are exactly right. What a change would take place if all principals had equally clear ideas, and would put them in practice?

A subscriber does not wish his paper continued, for he is "going to be married and will not need it until his children are old enough to read." What a help it would be to teachers if all parents would take an educational paper! At present not one in a thousand ever reads one. The result is, when the teacher introduces new methods, they are often met with the objection, "That's not the way I was taught."

Because a teacher leaves the profession is no reason he should cease studying its methods. He is just the one to mould thought and help the teacher. Old teachers out of the school-room should be the strongest aids of those in. How often is it otherwise! How often is the old teacher a retired nuisance! It is so in other professions. An old minister in the congregation is too often a fault-finder and hinderer. Teaching work is hard enough at best. When we are out of the harness we should do all in our power to help those who are struggling to teach well.

We are receiving votes for ten American authors in the order of their excellence. There seems to be a great difference of opinion, and no decision can yet be reached.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.
6. Hereafter all questions that may be answered by reference to the ordinary text books, and puzzles involving no important principles, owing to the limited space in a single issue, will be excluded from this column.

(1) When was the last important monetary crisis. Give cause. (2) Give the name of some brilliant jet black ink. (3) Suppose you wanted some local information concerning a foreign country, to whom would you write in that country? (4) To whom are the titles of *Esquire* and *Hon.* applied? (5) How many kinds of Government are there? Define each. (6) What is a Bank? Name and describe the different kinds. (7) What and where are End's jetties? (8) Give all the variations of the auxiliary *be*. (9) Name 1st the greatest living American poet. 2d. The greatest American prose writer. 3d. The two greatest American divines. 4th. The two greatest and most eloquent speakers in America. MILWOOD.

(1) Black Friday in Grant's administration, caused by an attempt on the part of certain New York brokers to produce a "corner in gold." (2) Thaddeus David's, or David's Japan Ink. (3) To the U. S. Consul at the place or in the vicinity from which the information was desired. (4) The title *Esquire* is applied to any public officer without regard to rank, and has come to be used as a title of respect to any individual. *Honorable*, to all Judges, members of Congress and legislatures, and to most public officers while in office. (5) *Theocracy*, government by God; *Patriarchy*, by the head of a family; *Monarchy*, by one person, may be either absolute or limited; *Oligarchy*, by a few; *Aristocracy*, by the best; *Democracy*, by the people. (6) A chartered institution for the management of money. There are three kinds, national, State, and savings; national, controlled by U. S. laws, and the state by state laws only. (7) At the mouth of the Mississippi; an elaborate contrivance for cleaving a channel by the force of the current. (8) *Be*, *am*, *is*, *are*, *art*, *was*, *were*, *wert*, *been*, and *being*; (9) 1st, John G. Whittier; 2d, Harriet Beecher Stowe; 3d, Henry Ward Beecher and T. Dewitt Talmage; 4th, Robert Ingersoll and James G. Blaine. -H.]

(1) What is the International Date Line, and what was the object of its establishment? (2) Would a man standing at the North pole have north, south, east and west, west as we have, or would he have any of them, and why? (3) Please inform me of some good work on elocution and its publishers. (4) In reducing repetends to common fractions we say, place as many nines for a denominator as there are places in the repetend. Please explain how that rule was established. T. H. B.

(1) See Journal Aug. 23d. In traveling east around the earth a day is gained; in traveling west a day is lost (according to sun time) and proportional parts of a day for proportional parts of the circumference; but nothing is regarded as gained or lost till 180 degrees east or west from Greenwich is actually reached, and the correction is made then to secure uniformity, not in absolute time, which would always be unaffected, but in relative time, i. e., days of the week and month, which are affected by circumnavigating the earth. (2) Every other point on the surface of the earth is directly south from the North pole point, because a meridian passing through the pole will pass through such a point. Therefore, a man standing at the North pole can look towards the south only. -Remember that north, south, east and west are relative to the earth. (3) Mrs. Randall's, Iverson, Blakeman. Taylor & Co., \$1.15, or Edward Brook's, Eldridge Bros., Phila., \$1.50. (4) Every repetend taken for a numerator, and as many nines as there are decimal places in the repetend taken for a denominator, form a fraction, which, when reduced to its lowest terms will always produce the fraction from from which the repetend is derived. Thus $\frac{1}{11}$ is equal to the perfect repetend .6470588235294117, which taken as a numerator, and sixteen nines for a denominator, forms a fraction which reduced to its lowest terms, dividing by 588235294117647 = $\frac{1}{11}$, and so it is for every repetend, thus establishing the rule. -C. J.]

t (1) How do you dispose of "way," "hours" and "dollar" in the sentences, "Have it your own way," "The sermon was two hours long," and "It is worth a dollar." (2) Is there an indirect object? If so, why so called? (3) Can the object of a verb be anything but a noun? JOHN WILLSON.

Annabury, Mo.
(1) "Way," "hours," and "dollar" are nouns in the objective case. Each is a condensed phrase, either the preposition being omitted, or (as in the Latin and the Greek) put in the objective case without a governing word. Rule.—Nouns denoting time, value, direction, measure, quantity, weight, etc., are often used adverbially, being equivalent to phrase modifiers. In the above, "way" will thus be an adverbial modifier of "have," equivalent to "according to" or "by your own way." Similarly "hours" modifies "long," and "dollar" "worth." (2) This is an indirect object, so called because it denotes not the direct object or that which receives the act, but that to or for which anything is, or is done. It is sometimes called the dative case, and in the case of a few words, is what remains of the ancient Saxon dative case. Example: "I wrote him a letter." "Letter" is the direct object, and "him" the indirect object. This indirect object is treated by

recent authors the same as "way," "hours," and "dollar" in (1), viz., as adverbial modifiers simply. (8) Yes, e. g., "Stop throwing apples," where the simple object is the participle "throwing." -Ed.]

1. Who are the present cabinet officers? (2) Who is the Collector of Customs at the port of Chicago? (3) Why does Congress have two legislative houses? (4) State the powers of each as to members, officers, quorum, adjournment, rules, journal, yeas and nays. K. R. C.
[1. Secretary of State, Theo. F. T. Frelinghuysen; of Treasury, Walter Q. Gresham; of Interior, Henry M. Teller; of War, Robert T. Lincoln; of Navy, Wm. E. Chandler; Postmaster-Gen'l, Frank Hatton; Attorney-Gen'l, Benj. H. Brewster. (2) Address "Collector of Customs," Chicago. (3) We cannot answer the question better than by quoting from "Politics," by Crane and Moses: "The department of the Government which expresses the national will should form its judgments with the greatest deliberation. Now, observation proves that when a measure is passed upon by two distinct bodies of men deliberating separately, it will receive more criticism and consideration than if acted upon by the same number of men united in one body. It is a physiological fact that one's individual will is merged into the common will of an associate body; the larger the body the less voluntary his action; the sense of personal responsibility is diminished in proportion to the number of those who are jointly responsible. (4) See Constitution of the United States,—given in all school histories. -B.]

(1.) What is the length of the longest day on the latitude of Newfoundland? How can we ascertain the length of day at any given latitude? ECHLA.
[1. Fifteen hours N. Lat. 48 degs., June 21; sunrise 4:30 A.M.; sunset, 7:30 P.M. (2) Elevate the pole of a terrestrial globe to the given latitude, find the sun's place in the ecliptic, bring it to the meridian and set the hour-circle at 12, then turn the globe till the sun's place is brought to the eastern edge of the horizon and the hour-circle will show the time of sunrise; bring it to the western edge of the horizon and the hour circle will show the time of sunset. Twice the time of sunset will be the length of the day, and twice that of sunrise will be the length of the night. -C. J.]

As I do not at all apprehend the nature or point of H. C. H.'s difficulty (Oct. 18) in regard to my answer to M. J. G.'s problem of Aug. 23, about the "meeting" (as the application of my answer seems perfectly plain) I cannot enlighten him. But with regard to A's rate, if we denote the starting post by C, the turning post by D, and the place of meeting by M, it (C—M—D) is evident from the statement of the problem that A ran the distance CM in four seconds less time than B, and also that in those four seconds he ran to D (the distance MD, 10 yds.) and back; i. e., 20 yds. in four seconds, or 5 yds. per second. My equation gave the distance CM as 280 yds.,—adding MD, 10 yds, we have the distance CD, as given, 290 yds. H.

(1) What course should be pursued with a sixteen-year-old boy who knows nothing of grammar? (2) What simple pamphlet or book on pronunciation can be purchased. (3) Would like name and place of publication of some easy work on gymnastics. E. M. J.
[1. If he uses the English language correctly and has another year or two to spend in school, should begin to teach him the science of grammar; he is but little past the age at which the study should be taken up. If his language is bad, and he has but a short time to spend in school, should devote that time entirely to the use of correct language—writing and oral language exercises. (2) We know of no simple pamphlet or book. "The Orthoëpist," D. Appleton & Co., is none too dear for its worth. (3) Mason's "Gymnastic Exercises," H. A. Young & Co., Boston, 40 cents; L. B. Hunt's "Light Gymnastics," Lee & Shepherd, Boston, 44 cents. -B.]

Where can I find instruction about using Kindergarten material? S. M.
[In "The Paradise of Childhood," for sale by J. W. Schermerhorn, 7 East 14th street, New York. -Eds.]

Where can I get "cadet or military caps" for my school boys, and at what prices? T. M. W.
[Write to J. H. McKenney & Co., 142 Grand street, N. Y., for circulars. -K.]

Is there a book on Civil Government, treating especially of the town and county? LINA POST.
[Yes. Northam's Civil Government," published by C. W. Bardeen, Syracuse, N. Y. -B.]

Where can I get some little songs for the wee ones in my schools? F. M. M.
[Little Songs for Little Singers," Ditson & Co., N. Y., 25c.—Eds.]

(1) "Can colored youth enter Oswego Normal school?" (2) To whom should I address a letter for a catalogue? (1) Yes. (2) Dr. Sheldon, State Normal School, Oswego, N. Y. -A.]

Is there a book published giving the life and sayings of Madame De Stael? If so, give the best author. If not, where could the best account of her be obtained? [There is. Write to Macmillan & Co., N. Y. -Eds.]

Where can I get the book entitled the "Hoosier School-boy"? W. G. L.
[Charles Scribner's Sons, \$1.—B.]

From his low and grassy bed,
See the warbling lark arise. -ANON.

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.
Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; interesting personal items; Suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them. EDITORS.

NEW YORK CITY.

Mr. G. B. Hendrickson has been appointed assistant in Grammar School No. 77.

ARKANSAS.—State Superintendent Thompson has just placed his annual report in the hands of the printer. It is a document of unusual interest, showing great improvement in our school work, and calling special attention to the benefits of the Peabody Normal Institutes held during the past summer. Lanoke public high school, in charge of Prof. O. F. Russell, president of the State Teachers' Association, is in a flourishing condition. The history of this school, organized in 1879, carried on during ten months each year by the aid of liberal private subscriptions by the citizens of the town, and free to all white children of the district, is worthy of record. It has now enrolled nearly 800 pupils. Prof. Russell has five assistants, and "things are exceedingly hopeful for its future." -J. F. HOWELL.

COLORADO.—State Supt. elect is Hon. L. S. Cornell, of De Norte, an occupant of the office several years ago. We look for a strong administration.—A chapter of the Agassiz Association has been formed by the members of the Colorado Springs H. S. The membership numbers 36. Supt. Byington is the president of the society. So far as we know, this is the pioneer Agassiz Association in Colorado, and we wish it great success.—The Colorado Springs schools are just acquiring broad success under the discreet management of the new superintendent, E. L. Byington.—J. S. Hayes, M.D., of Denver, has been invited to join the medical faculty of the Nebraska State University, but declines the position.

The annual session of the Colorado S. T. A. will be held in Denver, Dec. 29th-31st. A fine and varied program is nearly completed, and the authors of the leading papers are at work upon the same. "Literature as a feature of instruction in reading," "Moral Education," "School instruction upon Temperance," are some of the themes to be treated. We hope to place the entire program before the readers of the JOURNAL at an early date.—The Emerson School House, Denver, has recently been opened for school work.—The El Paso Co. teachers are a wide-awake lot. Recently a County Association was held in Colorado Springs, which sustained a well-arranged program in a very creditable manner.—The new superintendent of the Colorado Springs ably discussed "Mistakes in Teaching and Management."—The State University has 154 students.—Prof. E. Mead, for two years a popular and able professor in State Academy, Col., has removed to Indiana. The students regretted this action exceedingly, and gave him some valuable parting testimonials of good will. F. B. GAULT.

CALIFORNIA.—The Tehama County teachers have just closed an interesting Institute at Red Bluff.

At the general election of Nov. 4th the voters of California voted upon an Amendment to the State Constitution which provides for the compiling and publication by the State of a complete series of school-books for use in the common schools in the State. The provisions of the Amendment place the power of compiling the State series of textbooks in the hands of a State Board of Education composed of the Governor of the State, the State Superintendent of Public Instruction, and the Principals of the State Normal schools, of which there are two in California. The Amendment was carried by an overwhelming majority. Sister States contemplating such a step will be apt to learn something of interest from the experience of California in the coming four years. The Educators of California opposed the movement almost to a man, the communistic spirit of so many of her inhabitants, who want cheap books or none at all prevailed. The State Superintendent of Public Instruction, Hon. W. T. Welcker, has issued a call to the various county superintendents, summoning them to meet at the capitol in Sacramento, Jan. 2d, 1885. As the State Legislature assembles a few days thereafter, the convention of the county superintendents will likely have much to do with shaping the educational work done by the Legislature. The season for the Winter examinations is at hand, teachers from the States desiring to come to California should remember that by law there are only two examinations per year for the granting of certificates. No one can teach in the schools of California without a certificate. -C. T. MERE-DITH.

IOWA.—The State Teachers' Association will meet at Des Moines, December 22d, 23d and 24th. Physical Education, the Text-Book problem and the improvement of the country schools will be the leading topics upon the general program. There are department programs, one for country superintendents and normal schools, one for the graded and high schools, and one for the colleges and universities. -B. V. Garwood, principal of New Sharon Schools, lectured at New Sharon Nov. 7, on the relative sizes, position and movement of the sun, moon and earth. The receipts of the lecture are to be applied in the purchase of school apparatus.—From the Algona report, F. M. Shippey, principal, we learn that the attendance and regularity are much better than last year.

PENNSYLVANIA.—Four thousand children from the public schools of Pittsburgh gave an evening concert at Music Hall. An audience of 6,000 assembled, 3,000 more sought admission in vain. The originator of the concert was superintendent Luckey, who has made music a power in the public schools. The *Pittsburgh Times* several weeks ago offered prizes of \$30, \$10 and \$5 respectively for the best essays written by pupils of the public schools of Allegheny County, Pa., on "Summer Vacation." The prizes were presented at the "Children's Concert" by State Superintendent Higbee, and received in behalf of the winners by ex-Superintendent Wickersham. The best essays were written by Misses Jennie Davis, Carrie Schenck and Madge McQuiston. -S. L.

The Beaver Co. Institute convenes Dec. 22d. Prof. Thomas M. Balliet is to be the principal instructor, and Miss N. E. White, Mr. J. D. Herr and Col. Geo. W. Baine the evening lecturers. The Bucks County Institute was held at Doylestown Oct. 27-31. The instructors were Superintendent H. S. Jones, of Erie, Supt. H. R. Sandford, of Middletown, N. Y., Prof. Thos. M. Balliet, of Normal Park, Ill., and Supt. R. K. Buehrle, of Lancaster, Pa.

INDIANA.—Rev. Lemuel Moss, D. D., President of the Indiana State University, has resigned, and Elijah Ballentine is elected to fill the position until a successor to Dr. Moss shall be chosen. The Porter County Institute convened at Valparaiso the 17th inst., with an able corps of instructors, consisting of Profs. H. B. Brown and W. H. Banta of Valparaiso. Dr. D. J. Loring will have charge of Science of Teaching Physiology. Prof. W. A. Bell of the Indiana School Journal will consider the "New Education, Science of Teaching, etc." State Superintendent J. W. Holcombe, spent one day in the Institute, to the satisfaction of all. The Black Township, Posey County, Teachers' Institute met at Farmersville, October 18th. The subject of "The Teachers' Reading Circle" was taken up and the superintendent stated that he would, with the cooperation of the teachers, organize such a society in the county. How to improve the language of the pupils was discussed by Kate Kiltz; Analysis in Arithmetic, by W. W. Holder; Preparation of the Daily Work by the Teacher, by V. K. Barter; How and When should Letter-Writing be Taught in the Schools, by Cliffe Thomson; Principles of Teaching, by H. M. Evans; First Lessons in Geography, Eva Smith. On the program of the Parke County Teachers' Association, Rockville, for Nov. 28th and 29th, is a paper on the Development of Indiana's Educational System, by B. C. Hobbs, L.L.D., Bloomington; Natural Science in the Common Schools, by John Heavy, Catlin, and Is there an Actual Want of Sympathy Between the Educators and the People? by Howard Sandison, Teacher of Methods Ind. State Normal School.—W. H. ELSON, Co. Supt.

MARYLAND.—The Board of Commissioners have elected Mr. John E. M'Cahan, principal of Male Grammar School No. 8, to fill the vacancy caused by the death of Professor Chas. G. Edwards, assistant superintendent of the Baltimore schools.

MAINE.—Noticeable features of program for closing exercises of Fall Term, Limington Academy, were: a prize examination in English History, award of prize to Stephen Rounds, of East Baldwin; and a remarkable exhibition of work done in drawing.—The \$20 prize for best examination in the graduating class of Dartmouth College, Medical School, has just been won by Frank E. Mayberry, of Cumberland Mills. B. P. SNOW.

MASSACHUSETTS.—The Bristol County Teachers' Association held its annual meeting at Taunton Nov. 1. There was a large attendance and good interest. The principal topics discussed were Mental Training, by C. S. Moore, Taunton; Reading, by Maggie T. Hurley, Fall River; School Inventions and Appliances, by Allen F. Wood, New Bedford; Arithmetic, by Superintendent Wm. Connell, Fall River; Teaching Pupils to Think, by Supt. A. W. Edson, Attleboro.—The secretary of the Board of Education, with his agents, conducted an Institute at Attleboro the 18th. Secretary Dickinson discussed Assignment of Lessons and Conducting Recitations; Mr. Walton, Arithmetic and Penmanship; Mr. Martin, Geography and Language; Mr. Prince, Reading. Mr. Martin gave a lecture the evening before upon "Practical Education." Secretary Dickinson has invited all superintendents in the State wherein evening schools are provided by law, to convene in Boston at the school commissioners' rooms on Friday, Nov. 21, at 10:30, to discuss the best means and methods of maintaining said schools.—A. W. EDSON, Attleboro, Mass.

NEVADA.—The Nevada State Teachers' Institute will be held at Elko, Dec. 18th, 19th, 20th, 1894, under the supervision of Hon. C. S. Young, State Supt. Public Instruction. It is expected that every county in the State will be represented by practical teachers, and an additional impetus given to the educational interests of the Sage Brush State. C. W. G.

NEW HAMPSHIRE.—E. J. Goodwin, President of the State Teachers' Association, is winning golden opinions in his new field of work as principal of the Nashua High School. His class in chemistry has prepared for the World's Fair at New Orleans an admirable exhibit, consisting of samples of compounds made by the students themselves in the school laboratory. The list includes potash, common salt, bleaching powder, limestone, ammonia, castile soap, and others of a similar character.—There is trouble in the Manchester High School. The School Board have failed to agree on a permanent principal. Some of the local papers are denouncing the Board for failing to re-elect Mr. A. W. Bachelier, who now has a good position in Massachusetts.—The departure of Miss Susie M. Cate for the State Normal School in Plymouth completes the change in the personnel of the teaching force. Each one has gone to a larger and more lucrative field.

VIRGINIA.—The Legislature has appropriated ten thousand dollars to establish a State Normal School for girls. Upon the nomination of State Supt. of Public Instruction R. R. Farr, the trustees elected Dr. Wm. H. Ruffner as principal, and accordingly on the 30th of October, 1894, the Normal was formally opened at Farmville, Prince Edward county, thus inaugurating an Institute long needed in Virginia, and at the same time, we believe, a new era in the public schools of the Old Dominion. Dr. Ruffner, who enjoys a national reputation as an educator, and who requires no introduction here, selected, as vice-principal, Miss C. Bush, of the Connecticut State Normal School, and the following were elected assistants by the trustees: Miss Gash, of North Carolina, a graduate of the celebrated Nashville Institution; Miss Lee, of Connecticut; and Mrs. Bartkowska, of Richmond. Under the law, each city and county is entitled to send one student, free of tuition, for each member of the House of Delegates.—The only other Normal school in the State is an independent one, established about eighteen months ago at Middletown, Frederick county, by Prof. G. W. Henshel, of Illinois.—The first Teachers' Reading Association in Virginia was organized on the 12th of August, 1894, at a Normal Institute held at Wytheville, with Prof. F. V. N. Painter, of Roanoke College, as president, and the following committee on Course of Reading: Hon. R. R. Farr, Supt. of Public Instruction; Hon. J. L. McCurry, L.L.D., Agent of the Peabody Education Fund; Prof. W. B. McGilvray. This association is for the benefit of the teachers of Southside and Southwestern Va. Since its organization the committee have selected the following books to constitute the "Course": "Methods of Teaching," by Albert N. Raub, Ph.D.; "The Art of School Management," by J. Baldwin; "Principles and Practice of Teaching," by James Johnson; "Mental Science and Culture," by Edward Brooks, Ph.D.; Raub's "School Management," Brooks' "Normal Methods of Teaching," Hewitt's "Pedagogy," by Prof. Hewitt, Prin. Illinois State Normal School.—An Association of the same kind for the teachers of Northern Virginia will soon be organized.—J. T. SILMAR.

FOR THE SCHOLARS.

WHAT IS IT?

A DECLAMATION.

I was made to be eaten, and not to be drank;
To be husked in a barn, not soaked in a tank.
I come as a blessing when put in a mill,
As a blight and a curse when run through a still.
Make me up into loaves and your children are fed;
But into a drink, I will starve them instead.
In bread I'm a servant the eater shall rule,
In drink I'm a master, the drinker a fool.
Then remember my warning: My strength I'll employ,
If eaten to strengthen, if drunk to destroy!

FOR THE SCHOOL JOURNAL.

GOLDEN THOUGHTS.

MONDAY.

LIFE.—We sleep, but the loom of life never stops;
and the pattern which was weaving when the sun went
down is weaving when it comes up to-morrow.—HENRY
WARD BEECHER.

DOST thou love life? then do not squander time, for
that is the stuff life is made of.—FRANKLIN.

TUESDAY.

GLORY.—Our greatest glory consists not in never fall-
ing, but in rising every time we fall.—GOLDSMITH.

WEDNESDAY.

MEMORIES.—When time, which steals our years away,
Shall steal our pleasures too,
The memory of the past will stay,
And half our joys renew. —MOORE.

THURSDAY.

GOODNESS.—In men whom men condemn as ill,
I find so much of goodness still;
In men whom men pronounce divine,
I find so much to mar and blot
I hesitate to draw the line
Between the two, where God has not.
—JOAQUIN MILLER.

FRIDAY.

LIBRARIES.—The great consulting room of a wise man
is a library.—DAWSON.

THAT place that does contain
My books, the best companions is to me
A glorious court where hourly I converse
With the old sages and philosophers.
—BEAUMONT AND FLETCHER.

EDUCATIONAL CALENDAR.

FOR THE WEEK COMMENCING NOV. 24TH.

NOTE.—Teachers can make profitable use of these items in
General Exercises, the History Class, Outlines on Blackboard,
Talks to the School, and Reading.

Nov. 24, 1863, Sherman and Thomas defeated Bragg at
Chattanooga. (See U. S. History.)

Nov. 25.—New York evacuated by the British.
Nov. 30th, John Elmer died. He was a miser. He would
not hire a bookkeeper, and thereby lost \$750,000. He would
walk miles in the rain; sit in wet clothes without a fire to save a
little money. He would lend a friend a large sum of money, and
the same day risk his life to save a penny. He rode sixty
miles at night for the sake of a friend. When a lady asked a
neighbor how she would repay Elmer, he said: "Send him
twelve cents, and he will be delighted by gaining four cents by
his journey." He despised education, always affirming: "The
surest way of taking money out of people's pockets is by putting
things into their heads. This was true of his case, for every
sneaker who could get a scheme into Elmer's head by which he
hoped to gain, was sure of a part of his money. He was like a
big fish in a pond, gulping, a voracious, never satisfied, clutching
at every thing, but at last to be caught itself. He lived and died
miserably.

Nov. 27.—Thanksgiving Day. The Puritans refused to observe
Christmas, but set a day late in autumn for thanksgiving and
prayer. Now the Governor of each State appoints the day—
usually Thursday late in November, and in many states it is a
legal holiday.

Nov. 28, 1859, Washington Irving died; an American writer.
He wrote a "History of New York," a very humorous history;
"Sketch Book," "Life of Columbus," and "Life of Washington."

Nov. 29, 1872.—Horace Greeley died, aged 61. Established the
New York Tribune; was chosen to fill a vacancy in Congress; op-
posed slavery; was nominated for the presidency.

Nov. 30, 1861.—Jefferson Davis was elected President of the
Confederate States for six years. (See U. S. History.)

NOTABLE EVENTS IN NOVEMBER.

FOR THE HISTORY CLASS.

Nov. 7, 1629.—Charter granted to Massachusetts Bay Colony.

Nov. 7, 1629.—Patent for New Hampshire granted by Mason.

Nov. 25, 1758.—Fort Duquesne taken by the English.

13, 1775.—Montreal surrendered to Montgomery.

16, 1775.—Fort Washington taken.

16, 1775.—Washington's retreat through New Jersey.

25, 1785.—New York evacuated by the British.

29, 1802.—Ohio admitted to the Union.

7, 1811.—Battle of Tippecanoe.

11, 1813.—Battle of Chrysler's Field.

8, 1860.—Lincoln elected President.

7, 1861.—Fort Royal, S. C., taken.

7, 1861.—Battle of Belmont, Mo.

8, 1861.—Seizure of Mason and Silldell.

7, 1862.—Burnside assumed command of the Army of the Po-
tomac.

17, to Dec. 3.—Siege of Knoxville; Longstreet repulsed.

25, 1862.—Battle of Mission Ridge.

24 and 25, 1863.—Battle of Chattanooga, Ga.

8, 1865.—President Lincoln re-elected.

HORSFORD'S ACID PHOSPHATE,

SPECIFIC VIRTUES IN DYSPEPSIA.

Dr. A. JENKINS, Great Falls, N. H., says: "I can
testify to its seemingly almost specific virtues in cases
of dyspepsia, nervousness and morbid vigilance or wake-
fulness."

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

MIND CLASS.

(See November 8.)

TIME OF STUDY—ONE WEEK.

1. Upon what is moral consciousness dependent?
2. What do moral feelings require? Explain.
3. Why were the early Christians so entirely in sympathy with each other?
4. What is the basis of morality?
5. What is "doing right"?
6. Explain what is meant by "moral actions"?
7. What two qualities stand over against each other? Define each.
8. Distinguish between natural and moral affections.
9. Is there any morality in natural affections? Explain.
10. To what extent are we responsible for our moral characters?
11. How may teachers develop good moral characters in their pupils?

FLASHES FROM THE CANADA PROVINCIAL CONVENTION.

Education is not knowledge but power.
Take a little time to develop the minds of your pupils.
Teachers should study the individual mind of each child.
Two ideals in education—one of limitation—one of freedom.
A good teacher should have no difficulty in getting a good salary.
Learning to learn is one of the most valuable things learned in school.

None but practical teachers should be examiners in professional work.

A teacher's position should not depend on the likes and dislikes of children.

Industrial drawing should be taught in all the classes in our public schools.

The useful should supersede the ornamental, and the practical the theoretical.

Dogmatic statements fetter the minds of children. They prevent mental action.

Teachers should be paid quarterly, and their engagements last during pleasure.

There is a certain similarity in minds, but men are not made like bricks in a brickyard.

Teach fewer names of places and more of the facts from which the places derive their importance.

It is not what the pupil learns in school that makes the course valuable to him, it is what it inspires.

Reading is not talking—Reading is not pronunciation. Reading is thinking by means of written words.

The object of the public school is not to teach many things but give power and desire to learn many things.

Give your pupils discipline in doing a greater amount of work, if you like, but let it be work that is of practical value.

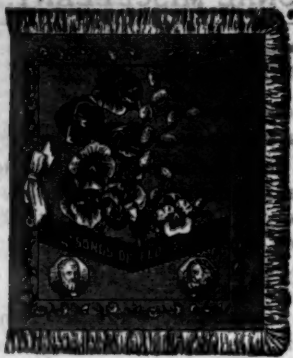
Our advanced reading books should contain, at last, one complete English Classic, instead of scraps without beginning or end.

It is not necessarily what pupils learn, but how they learn that determines the value of any department of knowledge as an educative force.

The province of the educator is to study the laws of mental development, but the duty of the legislator is to consider the various interests of the community for whose benefit those principles are to be applied.

Some things that teachers can do for their pupils.

- (1) Cultivate a desire for more knowledge;
- (2) Train the mental faculties;
- (3) Lead them into the avenues of common knowledge, and show them some of the by-ways that open up on all sides;
- (4) Cultivate a taste for pure literature and correct reading;
- (5) Polish up their manners a little, and give them some ideas in relation to their duties as citizens.—Canada Educational Journal.



CHARMING GIFTS AT MODERATE COST.

The Beautiful and Successful Flower-Songs Series.

By SUSAN B. SKELDING.

"The delicate and beautiful coloring will call out unqualified admiration."—*Chicago Inter-Ocean*.

Each containing wholly different exquisite colored plates of flowers, and poems by prominent writers, including many in fac-simile. Useful as studies for flower painting in water colors.

SONGS OF FLOWERS.

Pansies, Woodfringe, Columbine, and Daisies and Ferns.

A HANDFUL OF BLOSSOMS.

Violets and White Clover, Apple Blossoms, Morning Glories and Poppies.

MAPLE LEAVES AND GOLDEN ROD.

Maple Leaves, Golden Rod, Harebells, and Sweet Peas.

FROM MOOR AND GLEN.

Autumn Leaves, Berries and Golden Daisies; Pond Lilies; Flower-de-Luce; and Primroses.

ROSES AND FORGET-ME-NOTS.

Moss-Roses and Forget-Me-Nots; Pink and White Clover; Yellow Roses and Heliotrope; and Daisies and Buttercups.

PANSIES AND ORCHIDS.

Pansies, Snowdrops, Heather and Wild Rose; Orchids; Nasturtiums and Geraniums.

A BUNCH OF ROSES.

Colored Plates of Pink Roses, Pale Yellow Roses, Heliotrope and Mignonette; Tulip, and Pansy Flowers.

Covers beautifully illuminated in bronzes and colors with designs of Pansies, Pussy Willow, etc., by Mrs. Susan B. Skelding.

Each volume contains at least one poem in fac-simile of the handwriting of one of the following: Aldrich, Whittier, Howells, Holmes, J. T. Trowbridge, Will Carleton, Celia Thaxter, H. H., Mrs. Dodge.

Price per copy, postage free, \$1.50.

INTERESTING NEW BOOKS.

ARTISTIC TABLEUX.

With picturesque diagrams and descriptions of costumes. Text by Josephine Pollard. Arrangement of diagrams by Walter Satterlee. Of the greatest value in arranging tableaux at home or for public entertainments. Oblong 8vo, with numerous illustrations, cloth, ornamental stamp in gold and color, \$1.

THE GOOD THINGS OF LIFE.

A humorous illustrated book. Selected from the brightest American humorous paper, "Life." A collection of the best things which have appeared in it since the issue of its first number. Oblong quarto, with highly ornamental and humorous design on cover in color and gold. Cloth, beveled boards, gilt edges, \$2.00.

FIFTY SOUPS.

By Thomas J. Murray (formerly professional caterer of the Astor House, New York; Continental Hotel, Philadelphia; and other leading hotels; author of *Valuable Cooking Recipes, Salad and Sauces*, etc.) Containing much valuable information concerning soups—soup-making, and fifty recipes for soups of all kinds, simple and elaborate. Attractively printed on fine laid paper. Covers in colors, with design of little girl in Greenaway costume, making soup. 16mo. boards, 50 cents; cloth, design in gold and color, 75 cents.

WHEEL SONGS.

By S. Conant Foster, the "Poet Wheelman." Sentimental and humorous poems of bicycling, with nearly fifty illustrations. 4to, bound in pale blue cloth, with ornamental bicycling design in white and gold, beveled boards, \$1.75.

A Bright Book for Girls.

THE MARY JANE PAPERS.

By Miss A. G. Plympton, with numerous illustrations by the author. A very clever and entertaining book. 16mo. cloth, with appropriate design in gold and color, \$1.

FOR YOUNG CHILDREN.

THE KINDERGARTEN CHILDREN. By Caroline Handbell, C. H. A companion to "The Alphabet Children." Bright verses and wholly original illustrations of children in various kindergarten games and occupations. Large folio, boards, illuminated cover in many colors, \$1.

"Admirably adapted to the tastes and understandings of children."—*Boston Home Journal*.

WHITE, STOKES & ALLEN,
182 Fifth Avenue, New York City.
Have now ready their new catalogue, containing announcements and full descriptions of many Holiday books, mailed free to any address on application. Any of the above books sent to any address, at WHITE, STOKES & ALLEN's expense on receipt of advertised price.

NOW IS THE TIME TO SUBSCRIBE

TO

Harper's Magazine

AND

Harper's Young People.

HARPER'S MAGAZINE.

"THE GIANT OF THE MONTHLIES."

Subscription per Year, \$4 00.

The SEVENTIETH VOLUME will begin with the Number for December, 1884.

The Volume of HARPER'S NEW MONTHLY MAGAZINE beginning in December will conclude its thirty-fifth year. The oldest periodical of its type, it is yet, in each new volume, a new Magazine, not simply because it presents fresh subjects and new pictures, but also and chiefly because it steadily advances in the method itself of magazine-making.

It is the best Magazine for the home. Touching home taste and culture at every point, and bringing to every hearth-stone argosies of wealth from all lands, and the richest treasures of imagination and art, it never intrudes an element of disturbance or controversy.

The leading writers and artists in America and England contribute to the pages of HARPER'S MAGAZINE. Its illustrated descriptive articles cover every portion of the world, and every subject of social interest in the departments of industry, science, art, literature, and polity. The illustrations alone in HARPER'S MAGAZINE during the past year cost over eighty thousand dollars. They are the wonder of our time. Its serial novels are the best published, and its short stories are unsurpassed. While, in many ways, it takes the very color and superficial impress of its time, there is no periodical in which to so great an extent the newer, larger, and deeper currents of the world's life are represented.

In circulation, in America and abroad, it leads all other periodicals of its class.

Entering upon a new year, the publishers of HARPER'S MAGAZINE repeat the promise they have made at the beginning of every year—a promise which will surely be performed—of continued improvement in the future.

PRESS NOTICES.

A model of what a family periodical should be.—*Daily Evening Traveller*, Boston.

Of all the magazines, this maintains the highest standard of uniform excellence.—*Examiner*, N. Y.

As remarkable for its pictorial beauty as for the attractiveness of its literary contents.—*Philadelphia Inquirer*.

HARPER'S MAGAZINE ranks first in the world in circulation. Its history is a large part of the literary history of the nineteenth century in America.—*N. Y. Journal of Commerce*.

Its illustrations are as superb as its articles are varied, racy, and instructive.—*Christian at Work*, N. Y.

Its typography, its engravings, its reading, its general make-up, leave few things to be desired. The publishers are determined not to permit any to surpass them.—*Southwestern Christian Advocate*, Richmond.

Brims full of seasonable and delightful reading.—*N. Y. Observer*.

HARPER'S MAGAZINE keeps up its reputation as a periodical fully abreast of the times, not only in the matter of seasonable topics, but in the newest inventions in art letter-press.—*Cleveland Leader*.

The Volumes of HARPER'S MAGAZINE, for three years back, in cloth binding, will be sent by mail, postage prepaid, on receipt of \$3 00 each; or, in half-cloth binding, on receipt of \$3 25 each.

HARPER'S YOUNG PEOPLE.

An Illustrated Weekly for Boys and Girls.

Subscription per Year, \$2 00.

The SIXTH VOLUME commenced with the Number issued November 4, 1884.

HARPER'S YOUNG PEOPLE is about to be published in London. Its subscribers are found wherever the English language is spoken, and the extraordinary rapidity with which this wide circulation has been gained is due to the obvious fact that its publishers have spared neither pains nor expense to secure for it the very best literary and artistic work.

Its serial and short stories have all the dramatic interest that juvenile fiction can possess, are of superior literary quality, and wholly free from all that is pernicious or vulgarly sensational. Pastors and teachers have united in commending it warmly to parents and guardians, as an invaluable means of informing the minds and elevating the tastes of the young people under their care. The humorous stories, articles, and pictures are full of innocent fun, without a trace of coarseness.

The papers on natural history and other scientific subjects, travel, and the facts of life, are by writers whose names give the best possible assurance of accuracy and value. The historical stories, biographical tales, and anecdotes are most attractively presented.

Papers on athletic sports, games, and pastimes give full instructions with respect to those subjects, and fine pictures, representing the work of the foremost artists and engravers on wood, lavishly illustrate its pages.

In all mechanical respects HARPER'S YOUNG PEOPLE is as attractive as fine paper, legible type, and skilful printing can make it. There is nothing cheap about it but its price.

A specimen copy will be sent on receipt of five-cent stamp.

PRESS NOTICES.

In purity of tone, beauty of illustration, and in variety of attractive, entertaining, and instructive contents of the highest literary merit, it is unequalled, and deserves a place in every home blessed with children, whose lives it will make better and brighter with its weekly visits.—*West-Herald*, Boston.

This charming little paper is a weekly feast of good things to the boys and girls in every family which it visits.—*Brooklyn Union*.

HARPER'S YOUNG PEOPLE is the best weekly for children in America.—*Southwestern Christian Advocate*.

One of the most popular children's periodicals in the country.—*San Francisco Argonaut*.

It overflows with stories, poems, anecdotes, instructive articles, pictures, and everything else in its line that can be thought of to make children happy, merry, and wise; and it will bear reading over again many times without losing its freshness, vivacity, or power to charm.—*Providence Journal*.

HARPER'S YOUNG PEOPLE continues to lead the weekly publications for youth throughout the country, and probably throughout the world.—*The Living Church*, Chicago.

BOUND VOLUMES.

Volumes II, III, IV., and V., with Index to each volume. Price \$3 50 each. Volume I. out of print.

HARPER'S PERIODICALS.

HARPER'S MAGAZINE,	Per Year \$4 00
HARPER'S WEEKLY,	" 4 00
HARPER'S BAZAR,	" 4 00
HARPER'S YOUNG PEOPLE,	" 2 00
HARPER'S FRANKLIN SQUARE LIBRARY (52 Numbers),	" 10 00

Postage Free to all Subscribers in the United States and Canada.

When no time is specified, subscriptions will be begun with the current Number.

HARPER'S CATALOGUE, comprising the titles of between three and four thousand volumes, will be sent by mail on receipt of Ten Cents.

HARPER & BROTHERS, Franklin Square, New York.

The Atlantic Monthly

For 1885.

Will contain a series of papers by
OLIVER WENDELL HOLMES,
Entitled
THE NEW PORTFOLIO.

Also the following Serial Stories:—

A COUNTRY GENTLEMAN

By MRS. OLIPHANT.

The distinguished English novelist.

THE PRINCESS CASAMASSIMA

By HENRY JAMES.

Author of "The Portrait of a Lady," etc.

A MARSH ISLAND

By SARAH ORNE JEWETT.

Author of "A County Doctor," "Deephaven," etc.

THE PROPHET OF THE GREAT SMOXY MOUNTAINS

By CHARLES EGBERT CRADDOCK.

Author of "In the Tennessee Mountains."

TERMS: \$4.00 a year in advance, postage free; 35 cents a number. With superb life-size portrait of Hawthorne, Emerson, Longfellow, Bryant, Whittier, Lowell, or Holmes, \$5.00; each additional portrait, \$1.00.

Postal Notes and Money are at the risk of the sender, and therefore remittances should be made by money-order, draft, or registered letter, to

HOUGHTON, MIFFLIN & CO.,
4 Park St., Boston, Mass.

NEW BOOKS.

Some Heretics of Yesterday.

By S. E. HERRICK, D. D. Crown 8vo, \$1.50.

CONTENTS: Tauler and the Mystics; Wickliff; John Hus; Savonarola; Latimer; Cranmer; Melancthon; Knox; Calvin; Coligny; William Brewster; John Wesley.

A scholarly, yet popular book on the great religious reformers from the fourteenth century to the nineteenth.

The Destiny of Man, viewed in the light of his origin.

By JOHN FISKE, author of "Outlines of Cosmic Philosophy," "Excursions of an Evolutionist," etc. 16mo, \$1.00.

This little volume treats a great theme in a noble and adequate manner.

The Algonquin Legends of New England.

Myths and Folk-Lore of the Micmac, Passamaquoddy, and Penobscot Tribes. By CHARLES G. LELAND, author of "The Gypsies," etc. With illustrations from Designs scraped upon birch bark by an Indian. 12 no, \$2.00.

The Viking Bodleys.

By HORACE E. SOUTHER, author of the previous Bodley Books. Fully illustrated, with an ornamental cover. \$1.50.

Illustrated Poems of

Oliver Wendell Holmes.

With illustrations designed by many of the best American artists, and admirably engraved. With a fine new portrait of DR. HOLMES, etched by SCHOFF. Royal octavo, cloth, full gilt, \$5.00; morocco, or tree calf, \$10.00.

Household Larcom.

POEMS. By LUCY LARCOM. *Household Edition*. Uniform in binding with the new *Household Edition* of Longfellow, Whittier, Holmes, Lowell, etc. 1 vol. 12mo, \$2.00; half calf \$4.00; morocco, or tree calf, \$5.00.

An entirely new edition of Miss Larcom's Poetical Works, from handsome new plates, containing not only her poems previously published, but many pieces not included in her other volumes. In this compact and popular form Miss Larcom's poems ought to find a place and hearty welcome in every library, with the poems of Alice and Phoebe Cary.

* * For sale by all bookellers. Sent by mail, post-paid, on receipt of price by the Publishers.

HOUGHTON, MIFFLIN & CO., Boston.
11 East 17th St., New York.

A very Unique and Attractive

HOLIDAY GIFT.

CROWELL'S

RED LINE POETS.



IN ALLIGATOR LEATHER BINDING.

Question Cards.

LONGFELLOW (Early Poems). Whittier (Early Poems). Lucile, Tennyson, Lady of the Lake, Burns, Byron, Moore, Scott, etc. 33 vols., at \$3.00 per vol.

For Sale by all Bookellers.

THOMAS Y. CROWELL & CO.,
13 Astor Place, New York.

FIVE LOVELY BOOKS.

ORCHIDS.

THE ROYAL FAMILY OF PLANTS.

With illustrations from nature by HARRIET STEWART MINER, comprising twenty-four magnificent specimens in colors, each 10x14 inches, reproductions of some of the most celebrated and costly varieties of this peculiar branch of the floral kingdom. The volume is fourteen inches in length, eleven inches wide, one and one-half inches in thickness: gilt edges, bevelled edges, and richly adorned in black and gold, making a beautiful book. Cloth, full gilt, \$15.00. Turkey morocco, \$25.00.

ONE YEAR'S SKETCH BOOK.

A series of illustrations of the Scenes and Flowers of Spring, Summer, Autumn, and Winter, by IRENE E. JEROME, comprising forty-six full page pictures 9x14 inches, original drawings, engraved in the best manner by John Andrew & Son. Cloth, \$6.00. Turkey morocco, \$12.00.

BABY'S KINGDOM.

Wherein may be chronicled by the loving mother the story of the events, happenings, and cunningness attending the progress of "My Baby," as a memento for grown-up days. Designed and illustrated by ANNIE F. COX. Printed in colors. Bound in elegant style. Cloth and gold, \$3.75. Turkey morocco, \$7.50.

THE GUEST BOOK.

In which may be recorded the coming and going of guests, with pages for autographs, incidents, and sketches pertaining to pleasant visits, social circles, and other gatherings.

A companion to "Baby's Kingdom," invented and illustrated by ANNIE F. COX. Printed in colors. In rich binding. Cloth and gold, \$3.75. Turkey morocco, \$7.50.

MY LADY'S CASKET

OF FLOWERS AND JEWELS FOR HER ADORNMENT.

With original designs painted in colors, by ELEANOR W. TALBOT. 4to. Cloth, full gilt, \$5.00. Turkey morocco, \$10.00.

As a presentation book from the lover to his sweetheart, as a wedding gift, or as a Christmas gift from friend to friend, nothing equal to this original conception has yet been produced.

Sold by all Booksellers, and sent by mail, postpaid, on receipt of price.

* * Please send for our superb Illustrated Holiday Catalogue, mailed free to all.

LEE & SHEPARD, Publishers, Boston.

J. B. LIPPINCOTT & CO.'S CHOICE GIFT-BOOKS.

THE SEVEN AGES OF MAN.

From Shakespeare's "As You Like It." Illustrated by Church, Harper, Hovenden, Gaul, Frost, Smedley and Shiras. SMALL QUARTO EDITION. With illustrations on Wood. Cloth, extra gilt, \$1.50. Alligator, \$1.50. Tree calf, \$2.00. ARTISTS' EDITION. Photographs from the original paintings. Cloth, extra gilt, \$3.00. Alligator, \$3.50. Vellum, \$3.50. EDITION DE LUXE. Uniform with Edition de Luxe of "Gray's Elegy." Edition limited to 250 copies. Bound in Eaton style.

THE WAGONER OF THE ALLEGHANIES.

A Poem of the Days of '78. By T. BUCHANAN REAP. Illustrated by the best American artists. Crown 8vo. Extra cloth, gilt edges, \$1.50. Alligator, \$1.50. Tree calf, \$2.00.

A SENTIMENTAL JOURNEY THROUGH FRANCE AND ITALY.

By LAURENCE STERNE. Handsomely illustrated with 12 Full-page photographs, and 250 Drawings in the text, by Maurice Leloir. Large quarto. Extra cloth, gilt ton, rough edges, \$10.00. Illuminated vellum covers, \$10.00. Half Morocco, Eaton style, \$12.50. Tree calf, \$18.00. The present edition of this well-known book has been reproduced in the most elegant style, great care having been taken with the illustrations, while the text has been selected from the best English Editions.

YOUNG FOLKS' IDEAS.

A Story. By UNCLE LAWRENCE, author of "Young Folks' Whys and Wherefores." Profusely illustrated with over 50 handsome Engravings specially adapted to the Text. Royal octavo. Extra cloth, gilt, \$2.00.

This work is a companion volume to "Young Folks' Whys and Wherefores," published last season.

OUR YOUNG FOLKS' JOSEPHUS.

The antiquities of the Jews and the Jewish Wars of Flavius Josephus. Edited by WILLIAM SHEPARD. Uniform with "Our Young Folks' Plutarch." Illustrated. 8vo. Extra cloth, gilt, \$2.50.

* * For sale by all Booksellers, or will be sent by mail, postage prepaid, on receipt of the price by

J. B. LIPPINCOTT & CO., Publishers,
715 & 717 Market St., Philadelphia.

A MAGNIFICENT HOLIDAY BOOK

For the Season of 1884-85.

Lady Agents Wanted.

To sell the most attractive and popular book for the Home and the Fireside to be issued during the holiday season of 1884-85.

This will be a splendid opportunity during the next two months to make money by ladies desiring pleasant and profitable employment.

Address, for full descriptive circulars,

BRYAN, TAYLOR & CO.,
336 Broadway, N. Y. City.

NOW READY.

BINGHAM'S LATIN GRAMMAR. NEW EDITION.

REVISED AND IN GREAT PART RE-WITTEN

BY

W. Gordon McCabe, A.M.

Head Master of the University
School, Petersburg, Va.

PRICE \$1.08,

ON RECEIPT OF WHICH COPIES WILL BE
SENT FOR EXAMINATION.

E. H. BUTLER & CO.

Publishers,

Nos. 17 and 19 South Sixth Street,
PHILADELPHIA

For Primary Schools
and Kindergartens.

GEMS FOR LITTLE SINGERS.

By Elizabeth U. Emerson and Gertrude

Swayn, assisted by L. O. Emerson.

ILLUSTRATED

With 25 Appropriate and Pretty Pictures

One of the most charming singing books for little singers that has ever appeared, and will be eagerly welcomed by teachers.

The best writers of child's poetry have been called upon. Kate Greenaway has a word to say about "The Princess," "The Little," "Three Little Maidens," "Somewhere Town," and "Pretty Patty." To Lucy Larcom we owe "Faun-footed Nannie," the "Swing Song," "Run, rhyolite," and "Sunbeam."

Other well known writers are heard from, as George MacDonald, Tennyson, Lord Houghton and others, not forgetting Mother Goose; and the lady editors do well as the rest.

Music is simple and beautiful. 68 Songs.

Price 30 cts., or \$3.00 per dozen.

Specimen Copies mailed for 30 cts.

OLIVER DITSON & CO., Boston.

CHAS. H. DITSON & CO., 387 Broadway, N. Y.

Now is the Time to Subscribe.

THE QUIVER

An Illustrated Magazine for Sunday and General Reading.

AMERICAN EDITION.

Price, 15 cts. Monthly. \$1.50 per year.

Commences with the December Number, 1884, will be ready Nov. 15th.

Heretofore there has been no special edition of THE QUIVER for American readers, but hereafter the magazine will be made so international in its features that it will appeal to Christian families in every section of the English-speaking world. Messrs. Cassell & Company have been repeatedly requested to publish an American Edition of THE QUIVER, and it is in response to this demand that they have made arrangements to give it a wide circulation in this country.

THE QUIVER is an Illustrated Magazine for SUNDAY and GENERAL reading, and while it publishes articles on strictly Sunday Topics; it also gives space to Serial Stories, and shorter ones for those members of the household who seek for Religious Entertainment as well as instruction on the Sabbath day. THE QUIVER, it may be added here, is NOT A SECTARIAN MAGAZINE.

Many of the leading writers in THE QUIVER are household names on both sides of the Atlantic. The religious literature of our language is the common possession and heritage of the two great English-speaking people, whose histories are bright with the records of great things done and suffered for the defence of Truth.

There are departments in THE QUIVER for every member of the household, the theologian and the child will each feel that he has found a staunch friend in this new and welcome visitor. Prospectus giving full particulars free on application.

CASSELL & COMPANY,
LIMITED,
739 & 741 Broadway, N. Y.

SEND TEN CENTS

for CASSELL and COMPANY'S
New Illustrated Catalogue, 32
Pages of

Holiday Gift Books.

The handsomest catalogue of the season.

Cassell and Company's New Holiday Juvenile Publications are handsomer and more attractive than ever this year. Send for their catalogue.

CASSELL & COMPANY, Limited,
739 & 741 Broadway, New York.

THE MAGAZINE OF ART.

A Richly Illustrated and Varied Record of the Beauties of Ancient, Medieval and Contemporary Taste.

Price, 35 cts. Monthly. \$3.50 per year.

THE NEW VOLUME commences with the December Number, 1884 (ready Nov. 15), and will contain a Beautiful Original Etching by R. W. Macbeth, A.R.A., entitled "Here It Is."

"CROSSING THE PASTURE," a beautiful etching, suitable for framing, by J. A. S. Monks, will be given to each subscriber to the new volume. American Art interests will receive unusual attention during 1885, and European Art will not be neglected.

Now is the time to subscribe.

Prospectus free on application.

CASSELL & COMPANY, Limited,
739 & 741 Broadway, New York.

NEW BOOKS.

Six Girls.

By FANNIE BELLE IRVING. A charming story of every day home life, pure in sentiment and healthy in tone. A beautiful book for girls. Fully illustrated from original designs. 1 vol., small quarto, illuminated board covers and linings, \$1.50.

Our Little Ones and the Nursery.

Illustrated Stories and Poems for the Little Ones. Edited by WILLIAM T. ADAMS (Oliver Optic). This beautiful volume consists of original stories and poems by the very best writers of juvenile literature, carefully selected and edited. It is embellished with 370 entirely original and artistic illustrations. The most appropriate and beautifully illustrated annual for children in this or any other country. 1 vol., quarto, illuminated board covers and linings, \$1.75. Cloth extra, \$2.50.

The Boys of '61.

OR, FOUR YEARS OF FIGHTING.

By CHARLES CARLETON COFFIN. Fully illustrated. This most interesting and popular book, which has had such remarkable success in its former editions, is now brought out in a new and attractive form at a reduced price.

1 vol., 8vo, chromo-lithograph board cover and linings, \$1.75.

Over One Hundred and Sixty Thousand Volumes Zigzags Sold.

Zigzag Journeys in Acadia and New France.

In which the Zigzag Club visit Nova Scotia and Acadia—"The Land of Evangeline"—New Brunswick, Canada, St. Lawrence, Montreal, Quebec, etc., with romantic stories and traditions connected with the early history of the country. By H. BUTTSWORTH. Fully illustrated. Small quarto, illuminated, \$1.75. Cloth, \$2.25.

Three Vassar Girls in South America.

In which three Vassar girls make a trip through the heart of South America, up the Amazon, across the Andes, and along the Pacific Coast to Panama. Fully illustrated by "Champ" and others. Small quarto, illuminated covers, \$1.50. Cloth, \$2.00.

Chatterbox for 1884.

The authorized reprint from duplicates taken from English plates, containing a large amount of copyright American matter, which has never been printed by any other firm.

The genuine Chatterbox contains a great variety of stories, sketches and poems for the young and every illustration which appears in it is expressly designed for this work, by the most eminent English artists. Over 200 full-page original illustrations.

1 vol., illuminated board covers, \$1.25. Cloth, \$1.75.

The Prize, 1884.

The companion to the Chatterbox, for the younger children, containing a great variety of sketches, poems and pictures, and twelve or more full-page original colored plates.

1 vol., illuminated board covers, \$0.75.

Pictures of Other Folks at Home.

OR, TALKS ABOUT A TRIP THROUGH EUROPE. A charming narrative of a trip through Europe, written for children in poetry and prose, and illustrated with 12 full-page colored illustrations in which can be seen the postage stamp, national flag, arms, outline map, costumes, sports, etc., of each nation visited.

1 vol., 8vo, illuminated board covers, \$1.00.

Poems for Christmas, Easter and New Year's.

By H. BUTTSWORTH, author of the "Zigzag" books, "Young Folks' History of Boston," etc. Poems appropriate for these festivals, enriched with many fine illustrations.

1 vol., 8vo, cloth, \$4.00.

The Land of the Incas,

AND THE CITY OF THE SUN. A concise and comprehensive account of the conquest of Peru, a fair and impartial estimate of the character of the conqueror Pizarro. By W. H. DAVENPORT ADAMS, author of "Page, Squire and Knight." 1 vol., crown octavo, cloth, \$1.50.

Great Events of the World.

By R. WARREN BROWN. A concise narrative of the principal events in the world's history, with biographical sketches of the different persons connected with them. Written in a graphic style. Fully illustrated.

1 vol., 8vo, cloth, gilt, \$2.50.

For sale by all Booksellers or sent postpaid on receipt of price by the publishers,

ESTES & LAURIAT,
BOSTON, MASS.

A GEOGRAPHICAL GAME.

Our attention has recently been called to some very interesting apparatus designed as an aid in teaching geography. We present the following brief description of it to our readers, believing that they will be interested in it.

The apparatus consists of specially drawn maps, printed upon thin wood, having small holes in their surfaces (say one-fourth inch square) and small wooden blocks of one fourth inch cross section. The maps and blocks are separate, but the latter fit closely, endwise, in the holes in the map. Upon



the sides of the blocks is printed the names and concise descriptions of states, territories, provinces, cities, mountains, lakes, oceans, etc. The blocks are to be inserted by the pupil in their appropriate holes. To do this, a knowledge of their proper location must be acquired if not possessed. The requisite information is furnished in a great degree by the matter printed upon the block, so arranged as to induce the reading of all that is printed on a block before it is put in place. The maps are made to go in sets of three each. Map No. 1 of part one, which is devoted to the settled portion of the North American continent, shows the United States of America and the adjacent parts of Canada, Mexico and the West India islands. It has ninety-seven holes in its face, and ninety-seven name and description blocks accompany it. It is drawn with all names of towns and cities omitted, their location being indicated simply by appropriate marks, adjacent to which are the holes for the reception of the blocks. Other names usually on maps are printed on this. Map No. 2 is of the same territory, but from it are omitted all names of states, territories, provinces, oceans, gulfs, lakes, bays, mountains, mining districts, etc., as well as those of towns and cities. This map has over three hundred holes in its surface, and a corresponding number of name and description blocks. Map No. 3 is also of the same territory, but has names printed upon its face, and no names upon the blocks belonging with it; its blocks carry descriptive matter only, thus necessitating the placing of them with no guide except the relation the description on the block bears to some place whose name appears on the map.

Thus arranged, Map No. 1, with its blocks, is intended to teach:

1st. The names, relative size and location of the states, territories, provinces, etc.

2d. The names, population, business interests and other important characteristics of the capitals and important business centres, together with their relative locations.

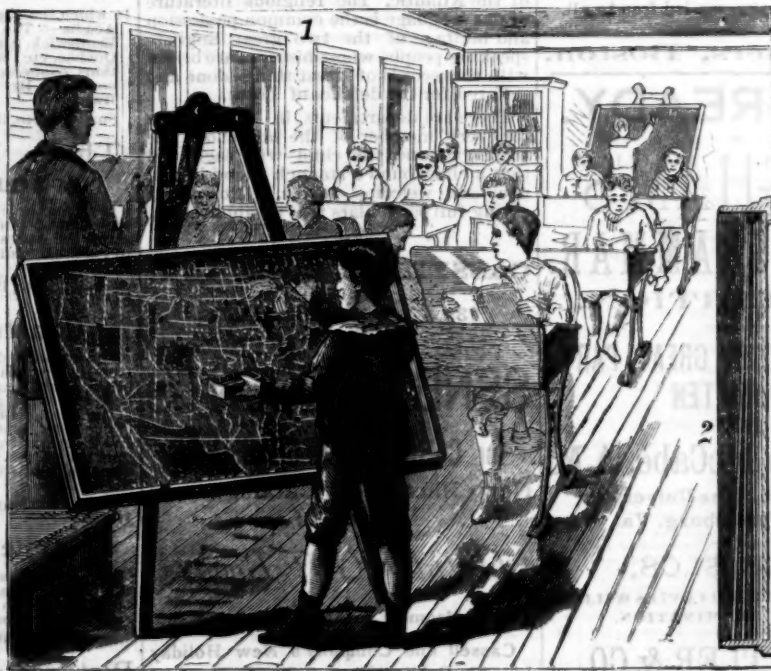
3d. Incidentally, to the location of the towns, the names and locations of the oceans, principal gulfs, lakes, rivers, mountains, oil and mining regions, cotton, sugar, lumber, cattle, sheep, wheat and other special districts.

In case of Map No. 1 the names printed upon the face of the map are an aid in finding the proper location of the blocks representing cities, etc., to which the blocks of No. 1—ninety-seven in number

—are limited, but in No. 2 the names are omitted, and a corresponding set of names and descriptive blocks is supplied in addition to those furnished for Map No. 1. The blocks for Map No. 2 carry also the names of natural objects of interest, such as Yosemite and Yellowstone National Parks, Niagara Falls, Mammoth Cave, Luray Caverns, Lake George, Saratoga and other summer and health resorts and several other similar places.

The use of Map No. 2 and its blocks reviews the matter of No. 1 as regards the towns, teaches by another plan the names, location, etc., of the states, territories and provinces, and extends the study to nearly every important feature of those subdivisions, and of every important town and object on our continent. Map No. 3 is a review of both Nos. 1 and 2, and it has been shown by experience during the past three years that the results aimed at by the author are, by the use of the apparatus, secured in an eminently successful degree.

In addition to the puzzle presented by the act of properly locating the blocks, a series of games has been devised for the apparatus. The apparatus is constructed in more than one form and size; the accompanying cut, fig No. 1, is a fair representation of that which is made for school-room use exclusively. A smaller size of Number 1, map and blocks, is issued, which is well suited for use at the private desk of each scholar, or in the home circle by one or more children. The apparatus shown in Fig. 2 is suited for use in the school room at the



desk of individual scholars, or in the family circle as a means of diversion for one child by itself or by two or more children. The large apparatus will be used in large schools only, which should have a set devoted to each of the grand divisions of the earth, and a globe or set of globes representing the entire earth. In the smaller class of schools the smaller desk apparatus may be used to good advantage. The members of the class in geography may each be provided with a map and blocks.

NEW YORK CITY.

NOVELTY CONCERTS.—The second concert in Mr. Van der Stucken's series, takes place at Steinway Hall Saturday evening, Dec. 6th, preceded by a public rehearsal on Friday afternoon. The interesting program presented at the first concert, and its brilliant success, promise excellent things for the December concert. The distinctive feature of Mr. Van der Stucken's undertaking is the newness of the orchestral works performed under his direction.

SYMPHONY CONCERT.—The first concert of this season occurred Nov. 23d, at the Academy of Music. Beethoven's Symphony, No. 8, opened the program. Mr. Jos. Staudigl sang three songs, two by Schubert and one by Schumann. Mr. Musin, the violinist, played a serenade, by Damrosch. Liszt's "Dante" Symphony, a work of importance, closed the evening. The full attendance and frequent and hearty applause showed the satisfaction which attends a performance of the Symphony Society.

NOVEMBER BOOKS.

The publishers of the SCHOOL JOURNAL intend to give their readers each month an idea of the popular and important books of the month aside from text-books. This list will be of value to the increasing number in all sections who want to keep posted on new publications. Prices will be given and other information to guide buyers. Reviews will be found in their appropriate place, but brief, descriptive notices will be added to the titles. Publishers will please send us information before the 20th of each month.

HARPER & BROTHERS, NEW YORK.

BOUGHTON'S HOLLAND. By George H. Boughton, A. R. A. Beautifully and profusely illustrated with wood-engravings from drawings by the author and Edwin A. Abbey. Pages xvi, 342. Square 8vo, illuminated cloth, uncut edges, gilt top, \$5; full gilt edges, \$5.25.

A HISTORY OF THE FOUR GEORGES. By Justin McCarthy, M. P., author of "A History of Our Own Times," etc. Vol. I., pages iv., 322, cloth, \$1.35. To be completed in four volumes.

JUDITH SHAKESPEARE. Her love affairs and other adventures. By William Black. Beautifully illustrated with wood engravings from drawings by E. A. Abbey. Pages 392, 12mo, cloth, \$1.25. (Uniform with Harper's Library Edition of William Black's Works.)

UNIVERSAL HISTORY. The oldest historical group of nations and the Greeks. By Leopold Von Ranke. Edited by G. W. Prothero, Fellow and Tutor of King's College, Cambridge. Pages xvi., 494, 8vo, cloth, \$2.50.

COUNTRY COUSINS. Short studies in the Natural History of the United States. By Ernest Ingersoll, author of "Friends Worth Knowing," etc. Illustrated. Pages 252, 8vo, illuminated cloth, \$2.50.

SOME LITERARY RECOLLECTIONS. By James Payn, author of "A Beggar on Horseback," "By Proxy," etc. With steel portrait. Pages 205, 12mo, cloth, \$1.00.

D. APPLETON & CO., NEW YORK.

A COMPEND OF GEOLOGY. By Joseph Le Conte, author of "Elements of Geology." Being the third volume in the new series, "Appleton's Science Text-Books." With numerous engravings. 12mo, cloth, price \$1.50.

BELL'S ELECTRIC SPEAKING TELEPHONE. Its Invention, Construction, Application, Modification, and History. By George B. Prescott. With 336 illustrations. 8vo, cloth, price \$4.00.

HOW WE LIVE; or The Human Body, and How to Take Care of It. An Elementary Course in Anatomy, Physiology, and Hygiene. By James Johnson and Eugene Bouton. Ph.D. Illustrated. 12mo, cloth, price 50 cents.

BOOK OF CATS AND DOGS, AND OTHER FRIENDS. For Little Folks. By James Johnson. Appleton's Instructive Reading-Books; Natural History Series—Book First. With numerous illustrations. 12mo, boards, price 20 cents.

This little volume is the first of a series of reading books in natural history, and although prepared for schools it is well adapted to interest and amuse children at home.

AT THE WORLD'S MERCY. A novel. By the author of "The House on the Marsh." 12mo, paper, price 25 cents.

J. B. LIPPINCOTT & CO., PHILADELPHIA.

THE SEVEN AGES OF MAN. From Shakespeare's "As You Like It." Illustrated by Church, Harper, Hovenden, Gaul, Frost, Smedley, and Shirlaw. Small quarto edition. Illustrations engraved by Juengling, French, and others. Cloth, extra gilt, \$1.50; alligator, \$1.50; tree calf, \$5.00. Artist's edition, photographs from the original paintings. Cloth, extra gilt, \$3.00; alligator, \$3.50; vellum, \$3.50.

THE WAGONER OF THE ALLEGHANIES. A Poem of the Days of '76. By T. Buchanan Read. Illustrated by the best American artists. Crown 8vo, extra cloth, gilt edges, \$1.50; alligator, \$1.50; tree calf, \$5.00.

YOUNG FOLKS' IDEAS. A story. By Uncle Lawrence, author of "Young Folks' Whys and Wherefores." Illustrated with over 50 handsome engravings specially adapted to the text. Royal octavo, extra cloth, gilt, \$2.00.

OUR YOUNG FOLKS' JOSEPHUS. The antiquities of the Jews and the Jewish wars of Flavius Josephus. Illustrated. 8vo., extra cloth, gilt, \$2.50.

CHARLES SCRIBNER'S SONS, NEW YORK.

THE SILVER CANON. A tale of the Western plains. G. Manville Fenn. 12mo, 341 pp., cloth, \$1.50.

STUFF AND NONSENSE. A. B. Frost. 4to, 92pp., \$1.50.

THOMAS CARLYLE. Vol. I. A history of his life in London. By James Anthony Froude. 12mo, 417pp., \$1.50.

ESTES & LAURIAT, BOSTON.

GREAT EVENTS OF THE WORLD. In poetry and prose. By Warren R. Brown. 300pp., cloth, \$2.50.

ZIGZAG JOURNEYS IN ACADIA AND NEW FRANCE. By Ezekiah Butterworth. 320pp., cloth, \$2.25; boards, \$1.75.

THE LAND OF THE INCAS AND THE CITY OF THE SUN. The story of Francisco Pizarro and the conquest of Peru. 256pp., cloth, \$1.50.

OUR LITTLE ONES IN THE NURSERY. Edited by W. T. Adams (Oliver Optic). Cloth, \$2.50.

JAMES R. OSGOOD & CO., BOSTON.

HAND-BOOK OF GREEK AND ROMAN SCULPTURE. Edited by D. Cady Eaton. Second edition. Cloth, \$2.00.

NATHANIEL HAWTHORNE AND HIS WIFE. Two volumes, cloth, \$12.00.

LEISURE HOURS AMONG THE GEMS. Augustus C. Hamilton. 12mo, 439 pp., cloth, \$2.50.

FORDS, HOWARD & HULBERT, NEW YORK.

ON A MARGIN. A novel of Wall Street and Washington. A picture of life, love, speculation, politics, and the rush of modern society. Cloth, \$1.25.

DORCAS: DAUGHTER OF FAUSTINA. A tale of Rome and the Early Christians. By Nathan C. Kouns. \$1.25.

THE FIELD OF HONOR. A complete and comprehensive history of duelling in all countries. By Ben C. Truman. 12mo, extra cloth, beveled boards, \$2.

ROBERT BROS., BOSTON.

FESTIVAL POEMS. A collection for Christmas-tide, New Year and Easter-tide. 16mo, 286pp., cloth, \$1.25.

THE LOVING BALLAD OF LORD BATEMAN. Illustrated by George Cruikshank. Black and gold. 12mo, cloth, \$1.75.

OUR GREAT BENEFACTORS. Short biographies of the men and women most eminent in literature, science, philanthropy, and art, etc. Edited by Samuel Adams Drake. With nearly 100 portraits. Small quarto, cloth, price \$3.50.

THE NEW BOOK OF KINGS. By J. Morrison Davidson (of the Middle Temple), author of "Eminent Radicals," etc. 16mo, cloth, price \$1.

THE BROWNS. A juvenile story. By Mary P. W. Smith, author of "Jolly Good Times," and "Jolly Good Times at School." 16mo, cloth, price \$1.

J. S. OGILVIE & CO. NEW YORK.

SUNSHINE AND ROSES. By Bertha M. Clay. 12mo, 120pp., cloth, \$1.00; paper, 50 cents.

DARK DAYS. By Hugh Conway. 12mo, 220pp., cloth, 75 cents.

BOOK DEPARTMENT.

NEW BOOKS.

THE HISTORY OF PIANO-FORTE MUSIC. By J. C. Fillmore. Price \$1.50. New York: Townsend MacCoun.

This work is the first of its kind ever published; it will do much towards helping music-lovers to an intelligent appreciation of pianoforte music. There is a large quantity of information conveyed through its 239 pages, and the greater part has, we believe, never before been put into such convenient and readable shape. The author's aim has been to show the natural epochs into which the history of piano music is divided: to call attention to the great epoch-making composers; to give a clear and discriminating account of their work, a trustworthy estimate of their relative rank and place in history, and to furnish biographical sketches. Besides this, he notices the work and lives of minor composers and performers, traces the development of the technic of the pianoforte, and gives an account of instruments which preceded the pianoforte and are related to it. The compass of the book may be seen from this brief summary, but a nearer approach can be obtained of its value from the index, which is remarkably full and suggestive. We recommend this book especially to teachers of piano music, knowing that it will bring them in closer sympathy with their work and with the great exponents of it.

THE THREE PROPHETS—CHINESE GORDON, MOHAMMED-AHMED, ARABI PASHA. By Col. C. C. Long. New York: D. Appleton & Co. Price fifty cents.

The past two years have brought Egypt into prominence, and the doings of Chinese Gordon, the Mahdi, and Arabi Pasha have created interest all over the world. The present volume in convenient form gives the history of the troubles in Africa, which the author is well able to do from his experience as an officer in the Egyptian army; it contains also an account of the events before and after the bombardment of Alexandria. The book contains a portrait of Arabi Pasha.

TWO COMPTON BOYS. By Augustus Hoppin. With ninety-three illustrations by the author. Boston: Houghton, Mifflin & Co. Price \$1.50.

A charming story of boy-life, told in a clear plain way. The illustrations are characteristic, and as we follow with pleased interest the fortunes of Dick Reardon and his play-fellow, Pees Fitta, to a happy conclusion, we find the final sentence suggestive of the tenor of the book.

"And so it ever happens that fortune, influence, and lasting success wait upon a truthful and courageous life."

THE OLD-FASHIONED FAIRY-BOOK. By Mrs. Burton Harrison. Illustrated by Rosina Emmett. New York: Charles Scribner's Sons. Price \$2.00.

A charming addition to fairy-love Mrs. Burton has furnished for child readers. The twenty-three tales in this volume are told with old-fashioned simplicity, losing none of their charm from their manner of presentation. Six are reproduced from romances of the Middle Ages. Rosina Emmett's illustrations and the shape and style of the book are in keeping with its design. It will become a popular favorite.

PRETTY LUCY MERWYN. By Mary Lakeman. Boston: Lee & Shepard. Price \$1.25.

This is one of the stories that will please girls in their teens, and—what is more difficult to say of girl literature—will leave no injurious impression. It is sweet and wholesome, bright with girl life and natural in tone. That the author has accomplished this with darkened sight, lends a certain pathos to the book. The illustrations are well executed and dainty in character.

THE AMERICAN VOTERS' VADE MECUM. Illustrated. By George J. Luckey, A.M. Philadelphia: W. H.

We regret that the notice of this useful little volume has been crowded out until so late a date. Although especially prepared for this campaign, the larger part of the book is valuable for any time, and its information upon all matters relating to the political affairs of our country are concise and comprehensive.

THE STATE AND ITS RELATION TO EDUCATION. By Henry Craik. London: Macmillan & Co. Price \$1.00.

We find in this volume interesting information upon education in England and Scotland. The heads of the chapters give an idea of the character of the contents:

1. The State and education down to the date of the first annual grants.
2. The system of annual grants under the earlier minutes.
3. The commission of 1855 and the revised code.
4. Progress under the revised code.

SELECTIONS FROM THE POETICAL WORKS OF A. C. SWINBURNE. From the latest English edition of his works. Edited by R. H. Stoddard. New York: T. Y. Crowell & Co. Price, \$2.50.

In the handsome set of poetical works the enterprising publishers, T. Y. Crowell & Co., are rapidly getting out, Swinburne's take a prominent place. The poetry of Swinburne is so well known that a dissertation upon its value would be out of keeping in a necessarily limited review. We wish to speak more particularly of this especial edition. It contains a discriminating selection from his works, made by Mr. Stoddard, whose aim was to select Swinburne's best, and therefore drew from his poems of Greek tragedy, from the English drama, and from his romantic verse. "Atalanta in Calydon" opens the volume, and is followed by four tragedies, poems and ballads, and twenty-three sonnets, covering over six hundred pages. An excellent portrait of the English poet and an introductory essay by R. H. Stoddard, are especial features of this edition. The binding and printing are handsome and elegant.

CHOICE READINGS FROM STANDARD AND POPULAR AUTHORS. Compiled and Arranged by R. I. Fulton and T. C. Trueblood. Boston: Ginn & Heath.

The contents of this volume are especially well selected, and the arrangement commendable. There are readings, narrative, descriptive, didactic, grave, solemn, serious pathetic, grand, bold, sublime, lively, joyous, gay, humorous, comic, dramatic, patriotic, also scenes from popular dramas, and other material. There is an index to readings from Shakespeare, from the Bible, and from the hymn-book, and a diagram of the principles of vocal expression. The book is comprehensive and valuable, and prepared with evident thought for its usefulness.

DORIS. A novel by the author of "Molly Bawn," "Mrs. Geoffrey," "Phyllis," etc. Philadelphia: J. B. Lippincott & Co.

This is by far the best work of "The Duchess" since her two pleasant stories, "Phyllis" and "Molly Bawn," made her name known to numberless readers. It shows more care than her later writings, and although it has little plot there is enough incident connected with the story to carry the interest to the very end. "Boycotting" furnishes the dramatic part for the book, and there are enough lovers and moonlight scenes to satisfy the most sentimental reader.

POEMS BY ANNA SHIPTON. New York: T. Y. Crowell & Co. Price \$1.25.

The place of Adelaide Proctor is filled by the English singer Anna Shipton. The collection of poems now prepared for the American public are of the religious life, in the same vein that made Adelaide Proctor's so cheering and helpful.

AN OLD SAILORS YARNS. By Capt. Roland F. Coffin. New York: Funk & Wagnalls. Price fifteen cents. (Standard Library.)

These "tales of many seas" are full of adventure. They are told in the dialect of a Yankee sailor, and are characteristic of an old tar. John Habberton, the author of "Helen's Babies," considers them the best sea stories on record.

THE TRIPLE "E." By S. R. G. Clark. Boston: D. Lothrop & Co. Price 25 cents. (Young Folks' Library.)

The "triple E" is the heroine of the book—Ester E. Ertis, a young girl who starts out determined to do right. The story is interesting, but does not equal the author's preceding one, "Yensie Walton." The Boston publishers are to be commended for their endeavor to place good and pleasant reading in cheap form in the hands of young people.

MAGAZINES.

The list of contributors to the Christmas *Harper's* characterizes it as an extraordinary number. (Among the names of the writers we notice Charles Dudley Warner, William Black, E. C. Stedman, R. H. Stoddard, Hugh Conway, F. D. Millet, W. D. Howells, Andrew Lang, Sone Holm, and Margaret Sangster.) But in the illustrations this number surpasses any previous issue. There are six full-page wood-cuts, printed on heavy paper; the frontispiece is an engraving of Heinrich Hoffmann's painting of "The Boy Jesus in the Temple." Hamilton Gibson's exquisite sketches accompanying E. P. Roe's "Nature's Serial Story," are finished with this number, but more of his work is promised during 1885. There is some music by W. W. Gilchrist, to Margaret Sangster's "The Dear Long Ago," and illustrations to "She Stoops to Conquer," by E. A. Abbey. Our space forbids our going further into the details of this number, but we are sure its wide circle of readers will become more and more delighted in

turning the pages of the Christmas *Harper's* and finding the treasures it reveals.

We call attention to some of the more prominent articles in the December *Art Amateur*, which we think will be helpful to our readers. "The Art of Embroidery," second paper; "The Time of Holly," with illustrations in the supplement, giving ideas for Christmas decorations at church and the home; "How to Paint on China," third paper in Mrs. Lavinia Steele Kellogg's series. There are also biographical papers on Watts and Fromentin, and a good share of current Art topics.

The *Musical Record* for November contains a song by J. Alexander, "The Mountain Sprite," a piece for the piano or organ; "Hunter's Glee," by Louis Meyer, and "Hutchy! Kutchy! Little Baby!" a song by Victor Hawley. There is also the usual collection of notes upon Musical affairs.

Harper's Young People is producing a set of articles called "Milly's Christmas Gifts," and the accompanying directions and illustrations will answer many eager questions upon, "What shall I make for Christmas?"

Outing has a new claim to popular favor since Yachting has been included among its out-door amusements. The November number contains a "Yachtsman's Song," words and music by S. F. Abbott, and a timely paper on "A Winter's Cruise in a Cat-boat." A finely illustrated and entertaining paper is "A Scamper in the Nor'west," by J. A. Fraser.

The November *Our Little Ones* is the most beautiful number in regard to illustrations that the enterprising little magazine has yet issued. It is simply an artistic gem.

In the November *Magazine of American History*, Henry Clay's portrait appears on the frontispiece. There are also portraits of "The Unsuccessful Candidates for the Presidency of the United States," and an interesting paper on "An Old Colonial College."

New subscribers to the *Magazine of Art* should not fail to get the December number. It opens with an etching, by R. W. Macbeth, representing a girl at the breakfast table opening a newspaper, and exclaiming, "Here it is!" If we do not mistake, many subscribers will take the trouble to secure an extra copy of this number, in order to frame the etching. A new feature is a page poem, with illustrations, printed in green ink. The first of a series of papers on "The New Forest" has some fine illustrations.

TREASURE-TROVE for December will be adapted to holiday time. Among the stories will be one by the favorite writer, Kate McDowell Rice, entitled "Her Best Christmas." A story for the younger children, "Susie's Ghost," by Wolstan Dixey, will be illustrated.

NOTES.

The readers to whom Mrs. Sangster's name is a household word, will be glad to hear of the publication of her poems in book-form by Mr. James R. Osgood & Co., of Boston. These publishers have also Mary Clemmer's poems in press.

We acknowledge the receipt of Root & Tinker's large plate of Representatives of Professional Base-Ball in America, which P. Lorillard & Co., of Jersey City, N. J., have sent us.

Among the important articles in the October *Home Science* we mention "Home Education," "How to Sleep," "Luxurious Homes," "Our Experiment in Home Building."

Good Cheer improves with every number.

The *Youths' Companion* prize competition has resulted in introducing a number of new writers. In the eight awards we notice the name of only one well-known author. When this is compared with the large number of manuscripts submitted (between six and seven thousand) it is even more surprising.

Our Little Ones is now added to the list of American magazines reprinted in Great Britain. It is admitted by every one that *Our Little Ones* is as far superior to the European Juvenile Magazines as are *The Century* and *Harper's Magazine* to their respective rivals. The English edition of *Our Little Ones* will be issued by the house of Messrs. T. Nelson & Sons, and negotiations are pending for the publication of editions in both France and Germany.

Mrs. Mary H. Hunt, Supt. of Scientific Instruction W. C. T. U. has had prepared a primary treatise on *Physiology* with reference to narcotics and alcohol, which the W. C. T. U. is strenuously recommending to Schools and Boards of Education. A. S. BARNES & Co., New York.

CHARLES SCRIBNER'S SONS

HAVE NOW READY.

Poems of Sidney Lanier.

Edited by his Wife. With a Memorial by WILLIAM HAYES WARD. 1 vol., 12mo. With a Portrait. \$2.50.
There has hitherto been no opportunity of judging Mr. Lanier's work as a whole; this volume discloses the fact that in Lanier a poet of the highest type and rank appeared. Dr. Ward's touching and generous memorial describes the young poet's obstacles and discouragements, as well as the dauntless courage and unshaken convictions that surmounted every barrier.

Stories by American Authors.

VOL. VIII.—CONTAINS:

The Brigade Commander. By J. W. DE FOREST.
Split Zephyr. By HENRY A. BEERS.
Zerviah Hope. By ELIZABETH STUART PHILIPS.
The Life Magnet. By ALVY A. ADER.
Osgood's Predicament. By ELIZABETH D. R. STODDARD.

Handsomely bound in cloth, 16mo. Price, 50cts. A complete list of the contents of the former volumes will be sent upon application.

The Common-Sense Household Calendar.

By MARION HARLAND. Price, \$1.00.

This Calendar is wholly unique in its design. It contains on the daily leaflets cooking receipts by Marion Harland, hints for the table adapted to the various seasons and anniversaries, suggestions with reference to the different departments of domestic economy and household management, and a brief extract from her other writings, bright, cheering, helpful, or inspiring.

Bermuda; An Idyl of the Summer Island.

By JULIA C. R. DORR. 1 vol., 16mo, with maps, \$1.25.

Mrs. Dorr's little volume offers an alluring and woefully delightful picture of the localities and characteristics of this ocean paradise, and it will find a place in many libraries beside the best narratives of travel and descriptions of places.

The Old-Fashioned Fairy Book.

By Mrs. BURTON HARRISON. With many quaint illustrations by Miss ROSINA EMMET. 1 vol., square 16mo, \$2.00.

"A collection of twenty-three stories of the kind that children used to like hugely and do still, we fancy, in lands that have folk lore of their own. . . Mrs. Harrison's tales display a good deal of invention, and they are sweetly and gracefully written."—R. H. STODDARD, in *Mail and Express*.

Miss Emmet's illustrations are charming.

The Book Buyer Christmas Annual.

One hundred pages, profusely illustrated, with newly designed cover, 10 cents.

CONTENTS:

Frontispiece—Hebert's "Vierge de la Délivrance." Engraved by Kruell. Christmas By-Gones, by Donald G. Mitchell. Hebert and His Paintings, by J. D. Champin, Jr. Sketching Rambles in Holland, by W. M. Laffan. Marmion in Holiday Attire, by R. H. Stoddard. Elihu Vedder's Great Work, by Roger Riordan. Mr. Cable's History of the Creoles, by George Parsons Lathrop. Some New Collections of Sketchings, by Susan N. Carter. Hawthorne's Stories for Children, by H. H. Boyesen. The Characters of La Bruyere, by H. W. Mahle. Two New Poems, by Mr. H. C. Runner. New Old Fashioned Christmas Tales, by Frank R. Stockton. Among the New Holiday Books, by Rosister Johnson. The Child's Holiday Book Table, by Mrs. Burton Harrison. Christmas Eve with Uncle Knos, by Daniel C. Beard.

The subscription price of *THE BOOK BUYER*, including Christmas Number, is 50 cents a year. Now is the time to subscribe.

These books are for sale by all bookellers, or will be sent, postpaid, on receipt of price.

Charles Scribner's Sons,
NEW YORK.

D. APPLETON & Co.

Have Just Published.

ELEMENTS OF ENGLISH SPEECH.

By ISAAC BASSET CHOATE. 10mo, cloth. Price, \$1.00.

"The object of its publication will be fully accomplished if it encourages any reader to study our language in its forms and elements, if it suggests methods of investigation likely to prove useful in solving the many problems peculiar to English, if it exhibits anything of the freshness, the life, and the vigor of a still growing idiom, and if it discloses any hitherto unnoticed beauty or excellence of our mother-tongue."—From Preface.

MILL'S PRINCIPLES OF POLITICAL ECONOMY.

Abridged, with Critical, Biographical, and Explanatory Notes, and a Sketch of the History of Political Economy. By J. LAURENCE LAUGHLIN, Ph.D., Assistant Professor of Political Economy in Harvard University. With Twenty-four Maps and Charts. A Text-Book for Colleges. 8vo, cloth, 658 pages. Price, \$3.50.

An invaluable work. The vast array of facts and illustrations appended to the work, drawn from American industrial conditions, and the numerous statistical charts prepared for this edition exclusively, make it indispensable to all students of political economy.

MAXIMS OF PUBLIC HEALTH.

By O. W. WIGHT, M.D., of the Detroit Board of Health. 16mo, cloth. Price, 75 cents.

"The intelligent householder who has no time, probably no inclination, for systematic studies, may read herein, as he runs, and find hints that will save himself and his loved ones from unspeakable pain and sorrow. The greater portions of the book are devoted to the practical problems of combating infectious diseases and the removing of the fifth-conditions in the midst of which they flourish."—From Preface.

ELEMENTS OF ZOOLOGY.

By C. F. HOLDER, and J. B. HOLDER, M.D. Curator of Zoology of American Museum of Natural History, Central Park, New York. Being the fourth volume in the new series "Appleton's Science Text-Books." With numerous illustrations. 12mo, cloth, 395 pages. Price, \$1.50.

An admirable work for lay readers as well as schools and academies. The design has been to present, in concise and plain language, and in the light of the latest research and investigation, the life-histories of the various groups that constitute the animal kingdom.

BOYS COASTWISE: OR ALL ALONG THE SHORE.

By W. H. RIDING, author of "Boys in the Mountains." With numerous illustrations. Square 8vo, illuminated boards. Price, \$1.75.

A book of adventures along our Northern coast, with descriptions of lighthouses, the life-saving service, etc., etc. A volume peculiarly interesting and instructive for boy readers.

For sale by all bookellers; or will be sent, postpaid, on receipt of price.

D. APPLETON & CO.,

PUBLISHERS,

1, 3, & 5 Bond Street, New York.

NORRIS' MAP PUZZLE AND GAMES. The latest and best CHRISTMAS GIFT for Children. **OUT THIS OUT!** Ask to see it at any toy store or send for circulars to W. R. NORRIS, 294 Sixth Ave., New York.



R. H. MACY & CO.,

14th ST., SIXTH AVE., and 13th ST., NEW YORK.

GRAND CENTRAL FANCY AND DRY GOODS ESTABLISHMENT.

ON MONDAY, NOV. 24, WILL INAUGURATE THEIR REGULAR

Holiday Opening OF DOLLS, TOYS, AND FANCY GOODS.

We will display this season the largest and most elegant stock we have ever exhibited. Our buyers have been in Europe a great part of the year, and the greatest care has been exercised in selecting the choicest articles, both useful and ornamental, to be found in the manufacturing centres of Europe. Purchasing as we do direct from the manufacturers, we are enabled to offer specially low prices to those looking for

Christmas Gifts.

Our importations are larger and embrace a greater variety than ever before. Our reputation for being the leading house in America in Holiday Goods of every description for twenty-six years will be fully sustained this season.

ORDERS BY MAIL WILL RECEIVE OUR BEST ATTENTION, AND BE SHIPPED ON ANY DATE DESIRED.

R. H. MACY & CO.

HOME

Insurance Company of New York.

OFFICE, No. 119 BROADWAY.

SIXTY-FIRST SEMI-ANNUAL STATEMENT SHOWING THE CONDITION OF THE COMPANY ON THE FIRST DAY OF JANUARY, 1884.

CASH CAPITAL	\$3,000,000 00
Reserve for Unearned Premiums	2,497,034 00
Reserve for Unpaid Losses and Claims	127,977 04
Net Surplus	1,607,254 07
CASH ASSETS	\$7,492,751 11

CHAR. J. MARTIN, President,
D. A. HEALD, Vice-President,
J. H. WASHBURN, Secretary,
T. B. GREENE, W. L. BIGELOW, Asst. Secs.

70 ChromoCards and Tennyson's Poems mailed for ten one cent stamps. Acme M'g Co., Ivornton, Conn.

CROSBY'S VITALIZED PHOS-PHITES.

Composed of the Nerve-giving Principles of the Ox-Brain and the Embryo of the Wheat and Oat.

This is a standard preparation with all physicians who treat mental or nervous disorders. The formula is on every label. As it is identical in its composition with brain-matter, it is rapidly absorbed, and quickly relieves the depression from intellectual efforts, fatigue, loss of memory, or mental irritability. Sleeplessness, irritation, nervous exhaustion, inability to work or study, is but a brain-hunger—in urgent cases, brain-starvation. This brain nutrient quickly feeds the hungry nerves and restores brain-power. It is a cure for nervous disorders and debility. It aids in the growth of the brain, the bones, the teeth, the skin and nails of children. It directly aids a child to learn.

BRAIN WORKERS NEED BRAIN FOOD.

F. CROSBY CO., 56 West Twenty-fifth St., New York.

For sale by Druggists; or by in P. O. order, Bill, or Postage Stamp, 5c.

JAMES M'CREERY & CO.

Are now exhibiting a STOCK of unusual variety and elegance in SILK, SATIN, and VELVET NOVELTIES, with appropriate plain goods for combinations. Exclusive designs in Plushes and Velvets for Cloaks and Wraps. Also, in SATINS, with METALLIC FIGURES, for BRIDAL and EVENING COSTUMES.

Broadway and 11 St.,
New York.

STATEN ISLAND

FANCY DYEING ESTABLISHMENT,
Office, 5 & 7 John St., New York.

BRANCH 1199 Broadway, near 29th St., N.Y.
279 Fulton St., Brooklyn.
OFFICES 47 North Eighth St., Phila.
43 North Charles St., Baltimore.

Dye, Clean, and Refinish Dress Goods and Garments. Ladies' Dresses, Cloaks, Robes, etc., of all fabrics, and of the most elaborate styles, cleaned or dyed successfully without ripping.
Gentlemen's Garments cleaned or dyed whole. Curtains, Window Shades, Table-Covers, Carpets, etc., cleaned or dyed. Employing the best attainable skill and most improved appliances, and having systematized anew every department of our business, we can confidently promise the best results, and unusually prompt return of goods. Correspondence invited. Goods received and returned by express and mail.

BARRETT, NEPHEWS & CO.,
5 and 7 John St., N. Y.

6 DRESS REFORM. 6
E. 14th Union Undergarments. E. 14th
EQUIPOISE. Vest and Drawers in One.

Made in all weights of Merino, Cashmere and all wool. Chemise, Corsets, Corset Covers, Equipped, Emancipation, Dress Reform, and Comfort Waist. Corset Waists a Specialty. Shoulder Brace and Corset combined. Shoulder Braces. Abdominal Supporters, Obstetric Bandages, Shoulder Straps, Stocking Supporters, Sanitary Napkins, etc. Custom work promptly attended to. NEW ENLARGED ILLUSTRATED CATALOGUE FREE. MRS. A. FLETCHER, 6 East 14th St., N. Y.



INFANTILE and Birth Humors, Milk Crust, Scalded Head, Eczema, and every form of itching, Scaly, Pimply, Scrofulous and Inherited Diseases of the Blood, Skin and Scalp, with Loss of Hair, cured by the CUTICURA REMEDY. Absolutely pure and safe. Outcure the great Skin Cure, 50 cts.; Cuticura Soap, an exquisite Skin Beautifier and only medicinal Baby Soap, 25 cts., and Cuticura Resolvent, the new Blood Purifier, \$1, are sold by druggists, Potter Drug and Chemical Co., Boston. Send for "How to Cure Skin Diseases."

place for teachers and others to secure a thorough knowledge of book-keeping by Felt's short method, and penmanship taught by one of the Spencerian authors. Thorough English, shorthand and stenograph departments. Send for catalogue and prospectus. SPENCERIAN BUSINESS COLLEGE, CLEVELAND, O.